Educational Publication No. 153—Div. of Information and Statistics No. 4

PROCEEDINGS

OF THE

SIXTH ANNUAL NORTH CAROLINA CONFERENCE ON ELEMENTARY EDUCATION

(Called Jointly by the State Superintendent of Public Instruction and the Director of the University Summer School.)

Edited by
M. C. S. Noble, Jr.
Executive Secretary

CHAPEL HILL, N. C., JULY 17-18, 1930

PUBLISHED BY THE
State Superintendent of Public Instruction
Raleigh, N. C.

INTRODUCTION

The Conference on Elementary Education has come to be a sort of forum from which practical and ingenious workers in the field of elementary education recount fine and rich individual experiences. Philosophies are built up out of such material. Experience is also the proper and valid test for educational theory.

It is not the purpose of this Conference to run counter to the accepted doctrines of educational procedure. It does not suffer itself to be borne away on the wings of every new enthusiasm. It seeks, on the other hand, an empirical justification for its beliefs; it is pragmatic in its approach; it is willing for its practices to be judged by actualities.

It seems only proper that the rich and vigorous suggestions made in many of the papers presented at the last conference should be made available for all those who are interested in the development of improved elementary school practice. For this reason I am causing this bulletin to be printed.

Mr. Walker and I wish to take this opportunity to thank all those who have taken part in the programs, and to express our gratification at the continued attendance and apparent increase in interest. The material contained herein was collected and arranged by Dr. M. C. S. Noble, Jr., the Executive Secretary of the Conference. I hope it will prove of interest to many readers.

A. T. Allen

State Superintendent of Public Instruction.

8-30-30—25C.

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ACKNOWLEDGMENT

The Executive Committee of the Sixth Annual North Carolina Conference on Elementary Education wishes to extend its thanks:

1. To the members of the Advisory Committee who rendered many valuable suggestions in connection with the preparation of the program.
2. To the following persons who assisted in summarizing for the Conference the achievements of the separate sessions: Supt. Guy B. Phillips, Dr. A. M. Proctor, Miss Juanita McDougald, and Supt. K. R. Curtis.
3. To the four chairmen who presided so efficiently over the regular sessions of the Conference, namely: Supt. J. T. Jerome, Dr. Robert H. Wright, Supt. R. G. Fitzgerald, and Supt. Frank Edmonson.
4. To those persons who presented papers during the Conference, and
5. To all persons whose interest in elementary education caused them to attend and participate in the Sixth Annual Conference on Elementary Education.

PROCEEDINGS

OF THE

SIXTH ANNUAL NORTH CAROLINA CONFERENCE ON ELEMENTARY EDUCATION

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FIRST SESSION

ADDRESS OF WELCOME

(N. W. Walker, *Dean*, The School of Education, The University of North Carolina, Chapel Hill, N. C.)

It is my happy privilege to welcome to Chapel Hill the Sixth Annual Conference on Elementary Education. It is particularly gratifying to those of us who are in some measure responsible for this annual gathering to have you men and women who are working in this field come back here each year to exchange ideas, to give accounts of specific experiments, to report innovations that seem promising, and to consider ways and means of improving instruction and making it more effective in the lives of pupils. There are many of you before me tonight who have attended every one of these annual conferences and who will be present, let us hope, at many others yet to come. Your very presence gives this meeting significance and assures its success. Your continued interest and coöperation are appreciated. And there are many others present tonight who are attending the Conference for the first time. You are just as welcome as are the "old-timers," and we hope that you will find this excellent program, which Dr. M. C. S. Noble, Jr., has arranged for us, so worth while that you too will resolve to become a regular attendant upon all future meetings.

As we meet this year the schools and the school people of North Carolina face a new and strange situation. It is new and strange not because of this temporary financial and industrial depression, but rather because of a new philosophy that has gained acceptance respecting all our educational endeavors and enterprises—a philosophy that is radically different from that which has been our guide and our source of inspiration since the days of Aycock. This new philosophy has come in the wake of the movements that during the past two decades have transformed North Carolina from a state that was primarily agricultural to one that is today primarily industrial. A new set of influences seem to have assumed control of the very destiny of the state. Let us hope they are not in permanent control. These fundamental changes in our state life have come upon us so suddenly that we have not realized their far-reaching significance, to say nothing of their iron grip upon our institutions, our means of livelihood, and our very lives.

The philosophy of Aycock, and Page, and McIver, and Alderman, and Joyner which we learned but a short generation ago, taught us (1) that every child in the state, regardless of race, or creed, or social position, or place of residence, is entitled to an opportunity to "burgeon out all there is within him," (2) that the obligation is upon the state to provide and to safe-guard that opportunity, (3) that the surest road for a civilized state to travel to economic prosperity and to moral and spiritual excellence is the road that leads through the school house door. This was a philosophy

of education and of life that put the human element before all others in a state's resolute purpose and that did not permit it to yield precedence to any other interests whatsoever. Some of us who were brought up in conviction that this philosophy is sound cannot willingly yield to one that reverses the categories and gives the economic interests priority of right or claim over the human element.

This is exactly what has happened in North Carolina within the past six years. The stage was prepared for it in 1923. This new philosophy would deny the rights of childhood, restrict educational opportunity, let talent go undeveloped, limit and frustrate the common man in his aspirations for larger opportunity and for a few more of the durable satisfactions of life, and all for the sake of larger dividends in somebody's pockets. There are some of us who cannot accept this new and strange philosophy!

Our state superintendent, according to the *News and Observer*, recently said that the state is "facing a real educational crisis." He's right in that statement. And he added that he hoped there will be no backward move. If Mr. Allen can have his way, there will be no backward move. But there are wrecking crews already at work. And we sometimes hear rumors of an invisible government. I have never seen so much discouragement on the part of school people in my experience as I have seen this year, and they are getting no encouragement from those in authority. Many have become confused in their thinking and are not quite sure whether it would be in good taste to speak out what they feel. There will be a backward move and a serious loss if we are forced to reduce the salaries of our best teachers, and principals, and superintendents, or to crowd them out by men and women who are less well-trained professionally and can be had for less money. Such a procedure is so discouraging and of such far-reaching consequences that it is really tragic.

North Carolina today needs another Walter Hines Page to remind her of the economic burden and the tragedy of "the forgotten man." She needs another Charles B. Aycock who can reach the moral and spiritual conscience of her people with a message that will quicken them and inspire them with a renewal of their former high purpose. She needs to be impressed anew with the fact that her future greatness will depend more upon the sort of educational opportunity she provides for her future citizens than upon all other factors combined. She needs to be convinced that she is able to provide this opportunity if she only has the courage to make all the business done in the state bear its equitable share of the cost of educating all the children in the state. North Carolina needs a message of optimism, of encouragement, of faith in herself and her children. She is sorely in need of a return to the enheartening and stimulating philosophy of Charles B. Aycock.

Statement of Objectives: "It is the function of the elementary school to help every child: 1. To understand and practice desirable social relationships. 2. To discover and develop his own desirable individual aptitudes."

WAYS BY WHICH THE ELEMENTARY SCHOOL MAY HELP THE CHILD TO UNDERSTAND AND TO PRACTICE DESIRABLE SOCIAL RELATIONSHIPS

(M. R. TRABUE, *Chairman*, The Division of Elementary Education, The School of Education, The University of North Carolina, Chapel Hill, N. C.)

If you will examine the objectives for elementary education and around which this conference has been organized, you will probably agree with me when I say that the problem on which I have been asked to speak is the most significant task to be discussed at this conference. It is my belief that "To help the child to understand and to practice desirable social relationships" is the most important task of any elementary school teacher. "What doth it profit a man," or a child, to have "individual aptitudes," "the habit of critical thinking," the desire for "activities," "command of knowledge and skills," "a sound body, and normal mental attitudes," unless he also understands and practices "desirable social relationships"?

All the other objectives of elementary education are important chiefly because they contribute to the quality of the child's social relationships. Modern man lives in social groups rather than in isolation. Regardless of what his personal accomplishments and possessions may be, one cannot attain the greatest human satisfactions apart from desirable social relationships. For what purpose does one work, earn money, think critically, indulge in activities, gain knowledge, acquire skills, and develop personal abilities? In order that he may go off alone into some quiet corner of the world and contemplate himself and his acquisitions? Not at all! Every thought and act of a normal person in the modern world is directly or indirectly related to his attempts to gain the attention, the approval, the coöperation, or the envy of other persons or groups of persons. Man is by nature an extremely gregarious animal, and the understanding and practice of "desirable social relationships" contributes more to human happiness than any other achievement that one can acquire. The elementary schools have no greater task than that of helping pupils in this most important phase of living.

I need not attempt tonight to make any detailed statement as to what social relationships are to be considered "desirable." It would not be difficult to set up useful standards by which to judge social relationships, but that is not the problem assigned to me for discussion at this time. It is necessary, however, to assume that the elementary schools have already chosen, or may soon choose certain social relationships which should be labelled "desirable" and which should be understood and practiced by elementary school pupils. The fact that you and I might disagree for a time about the desirability of a specific relationship does not invalidate the assumption that the desirable social relationships could, by the use of the proper techniques, be identified and described. For the purposes of this discussion, we may assume that these relationships have actually been selected and are now ready to be understood and practiced.

What are the "ways by which the elementary schools may help the child to understand and to practice desirable social relationships?" Modern educational psychology has greatly simplified the general answer to such questions. To develop any habitual behavior pattern, a pupil must act in the desired manner and must obtain satisfaction from the success of his action. The old familiar doctrine that "one learns to do by doing" was very nearly correct. The modern but more complete version would probably read, "One learns to do a thing well by deriving satisfaction from doing it successfully." In other words, in order to develop strong tendencies "to practice desirable social relationships," the pupil must derive real personal satisfaction from their actual practice. Gaining satisfactions from practicing these relationships successfully leads one to have stronger desires to practice them successfully and strengthens the success with which one practices them. "Nothing succeeds like success."

Which boy understands more fully the desirable relationship of an older to a younger brother, the one who can recite at length a logical series of reasons for treating the younger child gently, or the one who through repeated experiences has found real pleasure in sharing with and in protecting the younger child? Is not the practical knowledge gained from the successful exercise of social relationships more important than the academic knowledge memorized from secondary sources? Of course, one cannot doubt the value of a generalization which a child may have formed regarding social relationships on the basis of extensive personal experiences, but a ready-made generalization of principle which has not grown out of real social experiences is not likely to be of great value in guiding the social behavior of the child, or of the adult. The type of understanding of social relationships for which the elementary schools should strive is that type of understanding which comes from personal experiences in these social relationships. It must be clear, therefore, that "helping the child to understand" these relationships and "helping him to practice" them are essentially one and the same task.

Whether the elementary school is seeking to help the child to "understand" or is seeking to help him to "practice" desirable social relationships, its most difficult task consists in setting up situations in which the pupils will engage successfully in the social relationships which have been selected as desirable. Let us assume for the moment that the elementary schools have decided that the social relationship of a respectful son to his father is "desirable" and should be both understood and practiced. It immediately becomes the task of the school (1) to bring about a situation in which the son will actually practice the respectful relationship to his father and (2) to see that the son receives real satisfaction from his success in the practice of that relationship. If satisfaction does not accompany or follow the acts of the pupil, there will be no growth in the strength of the tendencies to repeat these acts later.

The problem assigned to me for discussion therefore resolves itself into the following complex but interesting form: "What are the ways by which the elementary school may place the pupil in situations in which he will obtain great satisfaction from practicing those social relationships which have been chosen as desirable? I do not pretend to know the answers to this question. Each social relationship which is desirable will require a

different set of procedures for bringing it into a place where the school may set the stage for it.

There are many different ways of bringing each desirable relationship under the influence of the school. Those ways which enable the school to be most certain that the greatest satisfactions are coming to the pupil from his successful exercise of the desirable relationship are certainly the ways which the school should most often employ. If a father and son picnic is more effective than a father's visiting day, then the picnic is preferable to the visiting day. No effective means of setting the stage for a pleasurable exercise of the desired relationship should be overlooked by the school, but those ways that produce the largest returns should be used most frequently.

As yet there is available little scientific evidence regarding the school's contribution to any single social relationship, and the evidence we do have does not give us much encouragement. Hartshorne and May (Studies in Deceit) find that the longer children attend schools, as these are now organized, the greater the probability that they will cheat, lie, and deceive their teachers. It appears that our schools are now actually training pupils to be deceitful. If deceit is really an undesirable social trait, the schools must reorganize themselves and find ways to provide the pupil with greater satisfactions when his behavior exhibits the opposite of deceit. Instead of penalizing the pupil who is honest and rewarding the pupil who cheats, the school must be so changed that in the situations it provides deceit will be futile and honesty will bring satisfaction.

The first task of the school, then, must be the identification and analysis of a group of desirable social relationships. When a number of these have been agreed upon, the school must experiment scientifically with various ways of getting the pupils to practice these relationships. It must discover in the case of each relationship just what ways of approaching it provide the largest satisfactions for the pupil when he practices the relationship correctly. Dozens of master's essays or research projects will be necessary in order to learn the relative fruitfulness of different ways of bringing about the practice of each desirable social relationship. Many years will be required for completing these studies and learning the answers to the question which the Executive Secretary of this Conference asked me to discuss, but the question is tremendously important, and the answers must be discovered.

LIVE AT HOME

(W. H. Pittman, *County Superintendent*, The Edgecombe County Public Schools, Tarboro, N. C.)

"Times were very hard in Carolina, Our Governor had the people's need at heart." So sang three small negro children in a meeting at Chinquapin School. A community meeting was being held in observance of Live-at-Home Week. The children sang in close harmony to a negroid version of the tune, "Carolina Moon." The composition was their own yet it displayed a real grasp of the subject.

There were present some one hundred negro tenant parents and some two hundred and fifty negro children, all of whom were old enough to have

already felt the defeat of wanting necessities and childish vanities quite hopelessly beyond their reach. Under the direction of a conscientious and efficient Jeans Supervisor and intelligent interested teachers, a program—a month in the making—was given for the edification of these people, many of whom live under the gratuitious burdens of tenantry with its time business, its forty percent time prices and its altogether hopeless outlook.

In all our schools, both white and colored, we welcomed the Governor's Live-at-Home idea and really used Superintendent Allen's Live-at-Home program in our teaching. Our school masters club devoted a meeting to a discussion of ways and means of weaving the idea and the material into an enrichment of our teaching of citizenship, worthy home membership and an understanding and practicing of desirable social relationships.

As plans were laid, the best thought of all was adopted by each for his program. An interesting feature of our plan was our farm census taken by the children of each home. Approximately seventy percent of the farm homes made returns. In this census our thought was not so much to procure as to convey information. Accordingly, although our census blank took the form of a questionnaire, it sought to compare former methods of living with a better method; one year's results with plans for the next. We inquired about poultry, pigs, milch cows, the quantity of milk obtained and what each child drank. We inquired about pastures, the purchase and sale of feed, the purchase and sale of milk, cream and butter, the quantity of chickens and eggs produced, bought and sold, the preservation of foods, year 'round gardens, whether plans were being laid to increase livestock and its products and food and feed for both man and beast. We inquired about the acreage of land cultivated, and the crops planted in 1929 and planned for 1930—corn, cotton, tobacco, peanuts, soy beans, clover, oats, sweet potatoes, Irish potatoes and so on. We attempted a simple presentation of possibilities and actualities. We threw in constantly the suggestion, that if the individual was interested in new plans, then teachers of agriculture and home economics, and the farm and home agents were eager to help. Teachers of agriculture, home and farm agents and one successful farmer helped to prepare this questionnaire.

We felt that this census would serve the double purpose of assembling information which if tabulated for each district, would provide valuable local teaching material, and at the same time, through the child's insistent interest at home would direct the parents' attention to new and unthought of possibilities. We felt that if parents were required by children to really total their purchases of hay, or butter or meat for the previous year, something they would not otherwise have done, that possibly many would be so astounded at the expenditure that they would amend their plans.

Then when the excellent material sent out by the State Department arrived we were ready to proceed. Both white and colored teachers completed their plans for using the new materials in their related class work and I must say that I believe sufficient interest was aroused at a crucial moment to beneficially effect our agricultural situation.

Teachers and principals realized the vital relation existing between the school and the material success of our farmers. Their interest and en-

thusiasm was directly and immediately reflected in the interest of the school children and the discussions of the school patrons. All plans suggested were willingly accepted and successfully executed. Many children are this summer largely feeding their families from the vegetables that they have grown under the spur of their Live-at-Home studies. Many families are eating more vegetables this year than ever before. More livestock is to be found on our farms and some farmers have stated that they will "quit growing cotton if the boll weevil beats us again this year."

The response of country negroes, both children in the schools and their parents, was astonishing. For a people who have lived and labored so long under such hopeless conditions, their instant arousal to a word of hope approached the pathetic. In the colored schools the response of teachers, parents and children was altogether commendable. The quality of their work and their grasp of the possibilities inherent in the situation was quite unprecedented. For instance their thought developed to the extent of seeing the need of education for adult negroes and a number of adult or night schools were opened by teachers without hope of additional reward.

It is regarded as essential by our schools that this work be continued as a part of the plan of educating our children into the world of good citizens. So much for the plan and the response. As for the outcomes, it is too early to speak with definiteness. However, it may not be amiss to state something further of our conditions and of our beliefs.

I live in a county that the Board of Equalization considers moderately rich but it has the unenviable status of having property valued for taxation at thirty-four and a quarter million dollars. It has mortgages and similar encumbrances upon it in the staggering sum of approximately twenty-seven million dollars. There is no doubt that with us property taxes are burdensome. Our people who are so heavily in debt have just experienced the disappointments of a series of lean years and are apparently confronting, at this time, another year of poor production and low prices. Much as we may rail against the pessimism of defeatists and their unwelcome doctrines, we must admit that there is something indubitably wrong with our corner of the world. Here is a strictly agricultural county that will produce anything that grows except tropical plants. It has been said by specialists of the Federal Department of Agriculture that the soils of Edgecombe County, North Carolina, and of Marlborough County, South Carolina, are better suited to the purposes of a general agriculture than any soil to be found in the United States. Still we now find our people, whose ancestors tilled the soil profitably for generations, at present so increasingly burdened by debt that their economic ability is approaching zero. "As a man thinketh in his heart so is he." Black despair is hovering as miasma in the very air. We are forced to deny ourselves the conveniences, that in more prosperous times, we were becoming accustomed to enjoy. Many farm investments are depreciating unduly because funds are not available for vital repairs and replacements. Further it appears that we are approaching the point at which that desperation, which such a condition engenders, seems ready to deny to the youth of the new generation that training which re-

news business and industry and builds greater strength into the whole fabric of society.

If our schools continue to be concerned with the Live-at-Home idea that Governor Gardner advances and with the program which Superintendent Allen recommends, I sincerely believe that we have here a remarkable opportunity to help immediately in a training that will improve rural economic conditions and at the same time revitalize our schools in the thinking of our people. Here is a mighty instrument to forward the work of the committees on public information concerning the schools.

Public schools reach into the inmost heart of every home. In very fact we build the homes of the land whether it be the lowly cabin of the tenant farmer or the mansion of the captain of industry. It is a function of education to build the home but also to see to it that the heart of the home is right. We must teach boys and girls to make dollars but we must give them the power and the will to know how to spend those dollars wisely. In inculcating proper social attitudes we must teach what things are of value in life. To me it seems clear that the economic status of the home is a vital concern of the school. Indeed the very life and continued usefulness of the school depends upon the home's prosperity. Nor can we disregard the issue and weakly depend upon the better homes alone, for our society is no stronger than its average home unit. We are obliged to work, as we can, toward making all homes successful ones by teaching worthy home membership to the youth whose future is so largely dependent upon us and upon whose future our schools must so largely depend. Perhaps it may be said by some that the development of our culture little by little through succeeding generations is too slow—but the whole philosophy of our belief in the efficacy of public education rests upon such a process.

Aycock's vision of assured economic power through popular education has been duly realized in North Carolina. In earlier days, the teaching of the three "R's"—and but little else—worked mighty wonders. We can now repeat, if we will, but change our emphasis slightly and direct it a bit more specifically to teaching a practical thrift and proper social attitudes all of which is "living at home."

CLUB PERIODS IN THE ELEMENTARY SCHOOLS

(CARRIE DUNGAN, *Teacher*, The Winston-Salem Public Schools, Winston-Salem, N. C.)

In making a program of work teachers must take account of many dynamic instincts that shape children's lives. One of these is the social instinct of natural grouping for purposes of work or more often play. On this one instinct club life in a school is built. Out of it come many results. Since these remarks were to center about the social side of clubs, let us look at some of the possible social results of a well-organized club program in an elementary or junior high school.

Certain valuable results such as leadership and initiative have caught our attention in connection with clubs. Their value cannot be questioned;

neither can there be any doubt as to their resulting from participation in a good club program. Let us dismiss them, therefore, valuable and important though they are, and see what other less evident though equally important social results clubs may have.

Many of us here tonight remember the embarrassment we experienced long after we were grown when speaking before people; the self-consciousness that made us awkward and ill-at-ease. It takes years to live down such a situation. If a child at the age of eleven or twelve, begins active work in a good club program, he will, in many cases, be saved this painful experience. He learns to think on his feet, to present his opinion, and to make reports and observations for others' consideration. His relation to his fellows is natural and easy.

In a good club program a child learns social responsibility. The leaders in a club take pains to see that every member takes part, enjoys himself, and does something for the club. In the class room, dependence is largely upon the teacher. In a club that is not "over-sponsored" the pupils themselves feel an active responsibility. This training serves a real purpose in Sunday School, church organizations, and in the home.

The people of a democracy, and especially in a democracy that has grown as rapidly into a great, unwieldy nation as ours has, need a highly sensitive community conscience. This conscience cannot be developed in a short time. It must grow through the years when pressing cares do not sap one's interest and powers. Certain types of clubs do this kind of developing in a very impressive way. The boy who has done safety patrol duty will be a more careful automobile driver. The children who have had charge of school grounds will be more interested in their city or town being kept clean. The pupils who have conducted the student government of a school will be more sensitive to the conduct of a community official. Closely related to community conscience is community usefulness. Clubs develop talent that makes this usefulness possible. Many a child has found hidden talents and powers in himself through taking part in club programs. This one phase of club life justifies its presence in a progressive school.

We are living in the greatest machine age of all time. Every possible device is used to save labor, except possibly in the teaching profession. This is leaving more free time. What shall be done with it? In this answer is tied up one of the greatest social questions of the age. Children who in school have learned through clubs and other activities to use their leisure time wholesomely and happily have settled one of the great questions of their lives. All of us, no doubt, know people who have never learned to play, have no hobbies, whose lives lack that interest that sets the brain and nerves free from the strain of every-day living.

One hundred years ago the art of group activity was not such a vital matter. Life was not so complicated. Elbows did not touch so often. Today, life presents a different problem! Life is socially, very complicated. It is the group, in most cases, that does the work. Woe be unto the group, whose members have not learned the art of forbearance, of tolerance, of good-natured give-and-take! The pupil who has had club experiences will

enter adult life with a more tolerant attitude towards others' opinions. He can do team work without wearing himself and others down with his narrow-minded intoleration and irritating lack of tact.

Let's give clubs a chance in our schools. Well organized, intelligently chosen and sponsored, they will do their part in the training of the future citizens of America.

WAYS BY WHICH THE ELEMENTARY SCHOOL MAY HELP THE CHILD DISCOVER AND DEVELOP HIS OWN DESIRABLE APTITUDES

(D. P. WHITLEY, *Principal*, The Cloverdale School, High Point, N. C.)

For the past five years a school building program in High Point has been under way. Along with this expansion there has been an endeavor on the part of administrators and teachers to provide a school environment that will promote the maximum growth in children. Such an environment must take into account the nature of the child, his interests and needs; it calls for a variety of activities through which the child may have opportunity for the development of his natural instincts and capacities.

Much of the success of these efforts has been due to careful guidance by the elementary supervisor and other administrative officers. A ready-made program has not been thrust upon the teachers from above; on the other hand, they have been encouraged to study and to investigate and to try out the results of their findings. Committees of teachers have been at work on objectives, materials, subject matter, and ways of realizing the objectives set forth. The elementary teachers have organizations under their own leadership. At the meetings of these groups, at which attendance is optional, reports and demonstrations are given of successful units of work; and discussions entered into by members of the group.

The kind of furniture and the materials and equipment available determine to some extent the nature of an activity and the extent to which it may be carried out. In our first grades, all of the rooms are equipped with individual tables and chairs—as are some of the grades above the first. In rooms that have single desks, the furniture has been made *movable* by fastening the desks to narrow strips of wood. There are library tables, shelving, cabinets and lockers for materials, an adequate number of work benches and sets of tools in each school; paints, brushes, easels, clay, and other materials of construction are provided as needed. In many types of activities it is necessary for children to secure material from outside sources; much of the value to be derived by the children in any enterprise depends upon the extent to which they must seek materials for themselves. Textbooks and art supplies are on a rental basis; water colors, crayons, and scissors are provided for each child. In each building there are from twenty-five to fifty sets of supplementary readers for each grade. There are, also, well-equipped libraries.

Much of the subject matter in each of the elementary grades has been organized around some center of children's interests; these are commonly

termed "Units of Work." From the beginning the importance of keeping detailed records of completed units of work has been emphasized. These serve as a guide in the selection and development of related units; they contain information as to sources of material; and they provide a means of checking the outcomes.

In the first grade an activity frequently selected on the basis of the child's experience and interests is the building and furnishing of a miniature house. This study of Home Life includes food, clothing, health, etc. It may also lead to a study of Farm Life, or introduce it for the following year.

In the second grade the study leads from Home Life to that of the Community. This may involve the construction of a city, with excursions to gather information. A study is made of the city of High Point; not of those things that characterize it as the City of High Point, but of those things that are common to all communities: Government, Health Department, Means of Transportation, Important Buildings and Stores.

Primitive people and people of other lands are the centers of interest in the third grade. The children find out how these people provide themselves with the necessities of life, taking the primitive people first, as the crudeness of their way of living is a challenge to the child's own inventive powers. Studies of Indian life, the Japanese, Chinese, and Dutch have been made successfully in this grade.

In the fourth grade the children are beginning to get a conception of the United States. Important industries and products may be studied through such units as lumbering, fishing, wheat, etc. Units are also based on a study of our own state—its geography, history, and its relation to the rest of the United States.

In the fifth grade the children are forming some conception of world geography and of the history of the United States through a study of such units as Social Life in the Colonies, the Playground of America, and A Trip Through Africa.

For a more detailed description of the procedures and outcomes that characterize this type of work, I have had prepared, for those persons attending this conference, some copies of Mrs. Schroder's report of Social Life in the Colonies, a study that was made by a fifth grade of the Ray Street School. To summarize this unit briefly: The group had as a project in construction the reproduction of Longfellow's Wayside Inn, or the Old Red Horse Tavern of 1686, and its furnishings on a scale of one inch to one foot.

This was a coöperative enterprise, in which objectives were set up by the pupils and plans made for their achievement. Committees were appointed by the group, or volunteered, for the purpose of collecting materials and gathering data from home, school or public library. Reports of these committees were discussed and evaluated by the class. The pupils had purposes of their own which stimulated them in planning and executing.

Teacher aids were given when needed, in helping to find, secure, and use materials and methods of work. Subject matter entered as an answer to the demand for information concerning both constructive and intellectual

problems. The description given of a "typical" day shows that all the subjects, reading, writing, arithmetic, etc., were related to this activity during the time that it was in progress. Drill was not neglected; it was motivated and made effective.

Trips were taken to local furniture factories for the purpose of seeing colonial reproductions and the actual making of furniture. There was a trip to a jewelry store to see a grandfather clock which was reproduced in miniature and made to keep accurate time by the use of an Ingersol watch movement. Other trips were made to stores for the selection of curtains, upholstery, etc.

Through these experiences the class was welded into a social group supplied with an abundance of situations in which the place of each child was appreciated fully. In the division into small groups according to the selection of some specific work, each child was able to contribute something to the group as a whole in accordance with his own desires and capacities.

Problems discovered by the pupils themselves grew out of felt difficulties and a genuine need. Improvement was noted in the ability to attack problems and enter into the work with promptness, effectiveness and success. Habits of system, order, and neatness in arrangement of materials were improved. Reading and research work were made permanent interests.

Outcomes in terms of subject matter as indicated in this report show that better results can be obtained in the various subjects when stimulated by the child's own interests and purposes. When tested by the Stanford Achievement Test in April the median grade equivalent for this group was 7.2, which means that their average achievement in the subjects covered by this test was one and one-half years above the standard for this grade. However, to emphasize the outcomes in terms of subject matter would be placing the emphasis where it does not properly belong. Activity teaching is not just another "method" for producing higher E Q's. It is a way of making the school not merely a place where children are "prepared for life," but a place where real living goes on. Under such conditions the elementary school can effectually help the child to discover and develop his own desirable aptitudes.

AN EDUCATIONAL AND VOCATIONAL GUIDANCE PROGRAM FOR THE ELEMENTARY SCHOOLS OF A COUNTY SCHOOL SYSTEM

(HARRIETTE WOOD, *Senior Counselor*, Southern Woman's Educational Alliance, Richmond, Va.)

All of us agree, of course, that guidance in the modern and technical sense aims at the all-round development of the child and can be fully accomplished only by the use and coördination of all available forms of service provided towards this development—whether concerned with his physical, mental, or social health, his mental ability, his social, recreational, or other interest, his aptitudes, educational progress and aspirations, voca-

tional choices and training, or some other phase of his well-rounded development. As a technique, guidance is therefore inevitably a coöperative, integrating process, and it is dependent for its success upon two accomplishments: (1) Knowing the child as thoroughly as possible; and (2) Using this knowledge for promoting his best development. Those responsible for guidance must see that all of these factors of service are coördinated, balanced and fused for the child's best interest. The counselor is merely the suitable person, trained and given some special time to make sure that what good teachers have always tried to do in the way of understanding their pupils and helping them in the light of that understanding actually gets done in as scientific and orderly a way as possible. Vocational guidance, so far as it can be separated from educational guidance, concerns choice, preparation for, entrance into and success in an occupation, but it is treated here, as developing out of educational guidance or in it through orderly growth of the educational process.

The Alliance, which I represent, exists to help girls and boys find themselves educationally and vocationally. Its service is based on fact finding and research. It is especially interested in helping *rural* girls and boys and has just completed six years' of work; most of it was devoted to research and experimentation. Five hundred case studies of rural children were a part of that study, and flexible guidance programs adjustable to the various types of rural schools were finally devised. When these programs were ready the Alliance accepted the invitation of Superintendent R. S. Proctor of Craven County, North Carolina, to put them into action there for the first time on a county basis. Various conditions justified this decision. The principals and teachers had already been taught the broad essentials of guidance and the progressive education techniques underway in the hands of the supervisor had done much to pave the way for the program. Other advantages and various acute needs might be cited.

The full-time services of one of its rural counselors was therefore provided for the school year, with the arrangement that she was to be located at Vanceboro for work in the elementary school, and the Farm Life High School, and conduct there as intensive a demonstration as possible. The other counselor, myself, was to serve as county counselor or director, cooperating with the superintendent in working towards a county-wide program of guidance. This work was my major activity for the school year, but I came and went in order to meet other claims upon me. Our work was understood to include the selection, and part of the training of teachers, who could carry on the work we began.

Following our conviction that the first task of guidance of any sort is to know the child and his environment, we began, especially at Vanceboro but less intensively at other schools representing different types of communities, to study the children individually. At Vanceboro, seventy boys and girls in the elementary school and one hundred and thirty-seven in the high school filled in the autobiographical form of record which the Alliance has devised. This gave a large variety of information about their homes and families, their various interests and attitudes, their school progress, educational aspirations and vocational plans. The homes of all of the seventy elementary school children were visited by the teachers working

under the counselor and one or both parents were consulted—besides getting much from direct observation, to be checked later, with the boys or girls own account. These records were used also by selected groups of pupils in other schools thus giving a fair cross section of the county.

At Vanceboro, the county supervisor coöperated by making a special arrangement to give mental tests to the elementary school children as some time had elapsed since some of the children had been tested. The county nurse and the county doctor also coöperated in giving special physical examinations (which it is now planned to make annual in all of the schools). Records of all of this information were assembled in the principal's office, and a fairly balanced set of pictures regarding children individually, and trends in family and community problems to be dealt with, were thus brought directly into the open as clues to the guidance needed. Teachers coöperated in compiling enough of the data almost at once, for showing the uses and value of such material, and the light, thus thrown on problem children developed interest immediately.

A great variety of educational and vocational problems came to light through personal interviews held each week in both of the schools by the Vanceboro counselor. All possible attention was given to coöperating with the teachers in adjustments for solving these. Another feature in the Vanceboro program during this first year included guidance classes for the sixth and seventh grades in the elementary school, and for all of the high school grades. The selection from faculties of the two schools, of the teacher best suited to become the school counselor, the supplementing of her previous guidance training by training on the job by the counselor—along with securing and utilizing the coöperation of home and farm demonstration agents, the parent-teacher association, and others—completed the Vanceboro counselor's strenuous program. The guidance classes were naturally used to give light upon problems common to the larger numbers. Considerably more than half of the time was given to study of occupations, both rural and urban ones, although beginnings here were necessarily modest. The guidance courses were fitted, variously and with the teachers' cheerful consent, into a language class, an English class, a civics class, etc. Sixth and seventh grade pupils gave much time to the study of occupations in their own communities, interviewing the people following them, and discussing in class the educational levels on which they were being followed.

The studies made of individual pupils and their families brought acute vocational guidance problems to light. For instance, although much of the soil of the county is recognized by those who know as having excellent possibilities for dairying and diversified farming, most of the fathers make a poor living by growing tobacco. Both of the Alliance counselors found a general aversion among the school boys to this crop and its poor returns. It is clear that the Farm Life School should be increasingly used for experimenting both in vocational and prevocational ways of earning agriculturally, if any of the more enterprising sons who are so badly needed there are to be persuaded to remain. Arrangements were made during the year in several schools for a number of interested boys and girls to be given tryout experiences in the raising of bulbs, which has been pronounced peculiarly adaptable to the region. In this whole connection there

is need not only to develop the Farm Life School to its fullest tryout and training capacity, but to establish at the earliest possible date facilities for other forms of vocational tryouts and training.

MUSIC IN THE ELEMENTARY SCHOOLS

(Martha Calvert, *Public School Music Teacher,* Burlington, N. C.)

Music education in the public schools includes everything which helps the child learn to appreciate and love beauty in music and which provides a means for the expression of his emotions. It naturally follows that the steps included in this development must come in a logical sequence and that proper proportion of each phase of the subject must be strictly adhered to.

A great many schools today can be termed Activity Centers, and since we have found these activity programs so invaluable as a means for a well-rounded development and for maintaining enthusiasm and interest, it is of great importance to consider the many and varied uses of music in such a program.

In the first place, music provides an element of beauty which no other subject can supply. It serves as a medium through which all can participate, and in which each child can find self-expression. In the development of the program, music can afford a fine type of recreation. One needs only to consult the children to find what an important place song, dancing, dramatizations and the toy orchestra hold in their estimation.

We are especially interested in the children of the group who have not shown any real interest in the work or who have not been happy in their relations with the other children, for the activity program will prove very helpful in finding something for these children to do which will interest them.

A very simple illustration of this recently occurred in connection with a third grade program which resulted in the public performance of a little play with music. It was the immortal story of Hansel and Gretel—made attractive with songs and dances.

At the time this program was given there was a boy in the fifth grade who was new to the school and who had shown no signs of interest during the music lesson. When the children sang, from their books, their new songs with the "so-fa" syllables, Clinton would invariably become amused and would laugh so that everyone could hear him. The teacher decided that it must be just his boyish defense in a situation of which he did not feel a part.

Clinton, along with one of his playmates, was asked to go out and get decorations for the woodland scene in the third grade play and to help with arranging them on the stage. To this he responded very happily, and the next day on a return trip he brought to school a prized collection of tadpoles. Of course, this led to the singing of a song called "Polliwogs," taught by rote in order that Clinton might enjoy full participation

in the lesson. He must have liked the song because on the next day he wrote a second verse to the song which he thought was too short.

Such a spark of interest seems to be all that is necessary for the tactful teacher to use as a means for beginning the development of a love of music in a child who has hitherto had no experience with music. The part of Clinton's experience which proved most interesting to the teacher was not so much the simple and usual thing of providing something for him to do, but the fact that later on in the year he was one of fourteen selected from the fifth grades to take part in the Children's Festival Chorus. The song about the polliwogs, interesting as it was to Clinton at first, no longer held a very high place in his estimation. His favorite was Chopin's delicately beautiful "Maiden's Wish."

This child's experience, as I see it, was out of the ordinary in only one sense. He had actually reached the fifth grade without ever having become interested in any phase of music. He had missed the activities for primary children—the songs, dances, listening lessons, rhythm drills and toy orchestra. For with these it is not an impossible task for the teacher to secure the finest type of coöperation with her group of children.

Beautiful songs, sung with beautiful tone, form a large and important part in our curriculum of music. Children become very sensitive to tone quality, and, often after good habits have been developed, they are almost as conscious of tone quality as the teacher herself. The songs are chosen for their beauty and variety and should correlate with other subjects as far as possible. Of course there will be inaccurate singers, but this small group will be practically eliminated at the end of the second grade. After the third grade the inaccurate singer is the rarest exception.

With a thorough foundation in the primary grades, it is quite the natural thing for the children to continue their interest through the elementary grades provided the teacher is careful in the presentation of problems and sees that each is thoroughly understood as it comes up.

This leads us to the very important and often neglected subject of sight-reading. Contrary to the opinion of a great many, this can be made a very interesting subject to the children, because having developed a love for music in the primary grades they want to learn more about it and become more independent. With a thorough experience in song observation work in the first and second grades, and having learned by rote a number of tone groups with the "so-fa" syllables, the child is ready to start work in independent sight singing. The first lesson in which the children actually sing an entire song without having it sung to them is a great day in their life and they do not fail to show it. The teacher will very likely hear about it on the street from mothers of children who have gone home to tell it. Their joy in feeling this new independence can be compared to their later work in the fourth and fifth grades when they begin their part-singing. It is during the third, fourth and fifth grades that the most essential problems in music reading come up.

If these successive steps have been neglected in the early elementary grades, the children are greatly handicapped. Such a situation reminds us very much of a prevalent condition among piano students who have studied

for years and have learned "pieces" instead of learning to play the piano. The sight of an unfamiliar printed page of music renders them almost helpless. But with the ability to transform the printed page into song the children develop a fine concentration which results in more freedom in their singing and largely does away with unnecessary and tiresome drill. In the singing of beautiful songs with beautiful tone and interpretation, the children develop the finest ideal of beauty of which they are capable. And this ability, to discriminate and to recognize beautiful tone by listening, is one of the most tangible phases in the art of teaching what we call music appreciation.

While every lesson every day has its element of appreciation, there is a special time which we devote once every week to this particular work. In these listening lessons, most often with the victrola, the children respond with pleasure and delight to the music because the teacher has given them something to listen for, and as a result, they have developed the attitude of listening—a habit which is essential in the development of music lovers.

After the child's growth in appreciation of the more obvious forms comes the love for that type of music which relies solely on beauty of melody and form for its appeal. It is interesting to notice how much the children above the third grade enjoy this type of music and how eager they are to express themselves and make comparisons. This habit of listening, with the ability to discriminate, is the greatest factor in music appreciation; and when the children appreciate music, they love it.

SUMMARY

(GUY B. PHILLIPS, *City Superintendent*, The Greensboro Public Schools, Greensboro, N. C.)

To summarize in ten minutes, six ten-minute discussions which have been very carefully worked out by the speakers is quite a difficult task, I shall attempt, however, to point out to you very briefly the outstanding points which have been developed during the discussions of this evening. In making this summary I am fully aware of the fact that it is possible that you, as an audience, to have received more from the discussions than I shall be able to indicate.

In the first place I should like to call your attention to the fact that the Sixth Annual North Carolina Conference on Elementary Education through its program constitutes a direct attempt to develop specific ways in which the cardinal objectives of elementary education may be achieved. The stories of progress which you have heard tonight represent lessons which educators have learned through actual experiences in North Carolina schools.

In the second place I should like to call your attention to the fact that the first three speakers, namely: Dr. Trabue, Superintendent Pittman and Miss Dungan have dealt with the broad statement that "it is the function of the elementary school to help every child to understand and practice desirable social relationships." The last three speakers, namely: Mr.

Whitley, Miss Wood and Miss Calvert, have dealt with the proposition that "it is the function of the elementary school to help the child to discover and develop his own desirable aptitudes. In other words we deal tonight with two of the six cardinal objectives of the elementary schools. Other sessions of this conference will deal with the remaining objectives.

In the third place I should like to present brief statements regarding the talks delivered by the individual speakers. Dealing with the topic "It is the Function of the Elementary School to Help Every Child Understand and Practice Desirable Social Relationships," Dr. M. R. Trabue pointed out very clearly the fact that democracy demands growth in the social relationships. In fact, society depends today upon the development of proper social reactions. He pointed out to us that doing a thing is not the entire job. It should be done with a certain amount of satisfaction. In this respect he states that practicing social relationships is the first of the fundamental steps to be taken. The second is that an understanding of social relationships must be obtained for best results. It is very clear that the ways presenting the largest returns are the most desirable. In order to know how to proceed it is necessary for us to understand what the desirable social relationships are. This question must be answered by the teaching group. He stated that the answers must be found in a teacher awakening which is now in process.

W. H. Pittman, dealing with "The Live-at-Home Program," emphasized the situation which exists in his particular county with reference to this problem. He emphasized the fact that the program was used to convey information to the public and not necessarily to collect information. The most outstanding thought that he brought to us seems to be that the community, both adult and child life, has grown in social experiences because of having to participate in a well-planned Live-at-Home activity. Aside from the material advantages which have come, there seems to be a very definite contribution to the life of the community because of the program which has been developed.

Miss Dungan of Winston-Salem indicated that natural grouping of people is the best means of bringing about social development. She pointed out to us certain types of work dealing with the ordinary classroom procedure as compared to those activities known as club work. She pointed out very clearly that some of the outcomes of a well-planned club activity are the development of leadership and initiative, ease to appear before people, the development of responsibility, the training and use of leisure time, the development of the creative desire, and the promotion of team work. All of these are outcomes of a well developed club activity.

The general theme of the three talks thus far seemed to be the responsibility of the school, first, to find the desirable relationships on the part of human beings and then to develop means in the terms of local needs and activities to meet this demand. The big thought is that a socialized development makes for an openmindedness which is particularly needed in North Carolina at this time.

The second objectives deals with the fact that the function of the elementary school is to help the child discover and develop his own desirable attitude.

Mr. Whitley brought to our attention a very definite curriculum revision program which has been carried on in his school in the High Point system. He pointed out to us first that teacher organizations were absolutely necessary in the beginning of this program. He also indicated that equipment must be considered if a proper revision of curriculum work is to be attained. Subject matter organization is, of course, at the basis of this whole program. It must be built around the human relationships—local, state, and national. He distributed for the group a well-planned chart of activity.

Miss Wood of the Southern Woman's Educational Alliance defined the program of Vocational Guidance as being educational and vocational guidance which must be based on knowing the child and the use of this knowledge. She indicated a need for adjusting the applications of education to the elementary school. Certain occupational studies must be made if the program is to reach its real purpose. Much development is prophesied in the field of vocational guidance as outlined by the speaker. She cited an example of this development in Craven County, North Carolina.

The last speaker, Miss Calvert, brought out the point that music development has reached the stage where it is meaning something in the social life of the children. Music as a means of expressing an appreciation of beauty, self-expression, recreation and the ability to reach children who are not otherwise affected were some of the outcomes of a wisely developed music program. After all, music feeds the desirable aptitudes of children.

The thought seems to be summarized in these three talks by the statement that children must be met on grounds with which they are familiar. The entire program emphasized the parts that the individual teachers must play.

SECOND SESSION

Statement of Objectives: "It is the function of the elementary school to help every child: 1. To cultivate the habit of critical thinking. 2. To appreciate and desire worth while activities."

SOME WAYS BY WHICH THE ELEMENTARY SCHOOL MAY HELP THE CHILD TO CULTIVATE THE HABIT OF CRITICAL THINKING

(DEAN JOHN H. COOK, The School of Education, N. C. C. W., Greensboro, N. C.)

We learn from geology that many species which once existed and flourished now no longer exist because, when conditions changed, they could not adjust themselves to these changed conditions. History records the same story with regard to nations and races. Whether or not our civilization survives is going to depend upon the ability of our citizens to live and thrive under rapidly changing conditions: mechanical, social, religious, physical, industrial, political, moral, and economic. Adjustment in this case depends upon the ability of individuals and nations to think critically and constructively. Dr. Kilpatrick says in the April, 1929, issue of the *Nation:* "We do not know the problems our children will face; still less do we know the answer to their problems. Instead of preparing them for situations pretendedly known in advance, we must prepare them to take care of themselves in an unknown and changing future."

The formation, then, of habits conducive to critical thinking must be a prime objective of our educational process. We cannot expect such habits to come by magic. Provision must be made to initiate and to cultivate the habit of critical thinking in the greatest possible number of pupils and to do it in the most thorough and systematic way. This means that the elementary school, the school of all the children of all the people, has the opportunity and the inescapable obligation to teach critical thinking. Democracy demands thinking of the many and not of the few. Our source of potential leadership must be enlarged and our sovereigns, tolerant and intelligent. Again, we all know that the laws of habit formation demand good habits to be started at the earliest possible moment, at the time of the maximum synaptic plasticity.

But are children of the elementary grades capable of thinking, especially of critical thinking? My experience leads me to believe that thinking is a matter of training, habit, stimulation, and attitude rather than of age. In the right atmosphere children are more prone to think and actually to indulge in that luxury more frequently than many children of larger growth brought up in habits of docility and obedience. A child of five came home from Sunday School at the time when floods were at their worst. It was still raining. "Mama," said the child, "our Sunday School teacher says that God makes it rain. Does he?" "I suppose so," said the mother. To this the child answered, "Hasn't he sense enough to know that we have had enough of rain?"

A group of third grade children were making covers for their picture books. The teacher said, "What color do you wish for this mount?" One of the children answered, "Yellow." The teacher whisked out a sheet of yellow and placed the picture on that background. "Whew," said all the children. After other experiments, green was unanimously agreed upon.

Lately a child in the second grade, referring to the remarks of another child said, "Do you paddle row boats?" Another said, "Why was Lindbergh made more over than Byrd? I don't think he ought to have been." He gave his reasons.

In the first grade recently in a discussion on safety, this question was asked: "What are ambulances used for?" One child said that they were to keep people from being hurt. Another child said, "Well, they take people to the hospital in ambulances and they don't take people to the hospital to keep them from being hurt." The first child replied, "Well, they must be to take care of people after they are hurt." Instances could be multiplied.

Then, our first suggestion to train in critical thinking is to begin early.

Another suggestion is that our methods must be modified with a view to emphasizing and affording opportunities for thinking. It is rather trite to say that too much emphasis is put on the mastery of facts. But yet, the best way to remember facts is not to put on the mastery of facts. But yet, the best way to remember facts is not to put them in cold storage. The bearing and meaning of facts to the child must be stressed. It is better that facts be utilized than memorized. I fear that there has been too much activity merely to lead on to further activity and nothing else. The project is too often worked out forgetting the problem element. I am for activity, yes, indeed. But in order to have educative value there must be time taken before the activity for projective thinking and time afterward for reflective thinking. The socialized recitation is too often characterized by garrulity rather than for forming logical conclusions and applying them to real problems. Let us restate our suggestion in pseudo-scriptual language. "Seek ye first opportunities for choosing and considering and all other educational objectives will be added unto you."

Of course, there is a question as to just how much habits of careful choosing and critical thinking can be transferred in the life outside of school. But we know that the closer the identity of elements the greater the transfer. It is quite important, then, that problems on which critical thinking should be invoked should be those of real life in the realm of the child. If not problems of real life then they must be made as nearly so as possible. Above all, the problems must be the child's and not the teacher's. The chief transfer elements of critical thinking habits will be the attitudes of tolerance and vicariousness, deferring conclusions until all sides are heard from, allowing for one's prejudices, always shedding light rather than heat on the topics for discussion, and reverence for the truth. I might say that the wording of this topic is not of my own choosing. We recognize that habit and thinking are rather largely antagonistic terms. True thinking must be on a higher plane than habit. The elements of habit are merely for the purpose of stimulating and encouraging the higher and rarer function of thinking. Whenever the "habit of critical

thinking" is referred to in this paper it is always with this reservation in mind. It might be helpful to substitute the "practice of critical thinking" as this would involve experiences in confronting and solving problems.

If there is to be much critical thinking in the elementary grades, three factors are demanded: the proper atmosphere, a carefully organized curriculum, and an unusually excellent teacher.

Thinking cannot thrive in a stuffy intellectual atmosphere. There must be freedom and choice. The iron discipline of the school room; the autocratic control of the teacher; the promotion of propaganda, laudable or otherwise; over standardization of intellectual products; lack of student participation in the policies of the school; and fear of wrong conclusions and mistakes will throttle thought. There should be a library, newspapers, current event discussions, open forums, group and personal responsibility for solving problems, and pictures and stories of people unlike us. Only by the existence of this intangible atmosphere will thinking be fashionable. Too many schools by their very atmosphere, are inimical to thinking. Tests, and hence, the standing of pupils, favor too often the memory of facts. Superintendents, principals, and yea, even supervisors too often judge the efficiency of the teacher by the standing of the pupils on standardized tests which measure usually only the more mechanical learning. We need thinking tests which measure usually only the more mechanical learning. We need thinking tests and need to have them followed up. There is quite a difference in giving a true and false test, with catchy words and phrases here and there, and giving one to arouse interest and real problems to be discussed later. Thinking on the part of pupils and teachers must be honored. Our first hope is that liberal administration will largely overcome this handicap.

The curriculum must make provision for thinking, not as a by-product but as a chief objective. There must be a wide range of interesting problems which challenge children. Units of work and subjects should be organized so as to provide for systematic thinking in sequence. To be effective, there must be planning for thinking far ahead of the day's work. The new curriculum for the new education will be planned to promote and to necessitate thinking.

Obviously, the most important need for thinking in the elementary school is the teacher. The rare type of teacher needed is very difficult to obtain on our existing salary schedules. She, herself, must be a thinker. She must be well informed on live problems in biology, civics, sociology, economics, child lore, health, morals, geography, nature, athletics, and history. She must also know children and their interests so as to suggest problems within the scope of the child's interest. She must know children so well that she will have faith in their ability to think for themselves. She must have patience to tolerate wrong conclusions. She must have an eye for problems and be able to help the children to state them clearly. She must be so open-minded as to radiate tolerance. She must guide but not dictate. Most of all, she must be an awakener. She must be able to realize—and this is difficult for teachers to do—that the pupils are being educated not when they think as the teachers think, but when they think.

But the ideal teacher cannot be adequately described in this paper even if time permitted.

Finally, thinking is hard work. We must recognize this. But if the purpose of an education is to enable one to choose wisely, then the chief function of the elementary school is to give systematic practice in critical thinking.

DIRECTED STUDY IN THE ELEMENTARY SCHOOL

(Supt. R. W. Carver, The Hickory Public Schools, Hickory, N. C.)

In the usual type of recitation period our teachers have been forced to act as combination drill masters and disciplinarians. Their time has been occupied first of all by an attempt to keep what is commonly called order by means either fair or foul. The next task has been the assignment of long tiresome lessons for the pupils to carry home, and the crowning event of the day has been when the teacher is ready to hear the pupils recite, and by an excellent piece of detective work discovers what the parents or others of a sympathetic nature have failed to teach the sleepy boys and girls the night before.

I firmly believe that our elementary schools should be so organized and directed that all school assignments may be completed at school. This eliminates the opportunity for an indifferent teacher to ride the recitation period. It also relieves the parents of having to spend their evenings doing the very thing that we as teachers are being paid for doing. It also eliminates the matter of grading parents.

The following letter illustrates the attitude that I am sure expresses the sentiment of many patrons:

Dear Miss Smith:

I am writing to ask you to help me with a real problem. I am compelled to arise at five o'clock each morning to do my chores about the house and get the children off to school, and then I rush to the position which occupies my time for eight hours each day. At six in the evening I return home to complete my daily duties and do my part toward seeing that the children are not undernourished. After supper we have school for about two hours and I know that I am a very poor teacher. Finally I get to my mending, and then to bed at a late hour with the same program for the next day.

Now, if it is the same to you, and it surely would be a great help to me, I wish that you would teach the children their lessons at school and let me hear them recite at night. It would be so much easier on me, and I am also sure that they would do better in school for I do not always understand the assignment.

Hoping that you will agree to this change, I am,

Sincerely,

Mary's, Harry's,
and Bill's Mother.

If pupils must do all the work at home we had better take the forenoon for chapel, recess, and lesson assignments, and let the pupils out at noon

so they can get the benefits of some fresh air and sunshine before starting their day's work. There are so many outside activities to take the time of both pupils and parents that whether we like it or not, we are going to be forced to get more and more work done at school or not at all.

Those who have given directed study a fair trial maintain that it brings about improved study habits, reduces home study, and decreases failures. This has certainly been true in the Hickory schools. We have been working on this plan for several years and now feel that results are well repaying the efforts on the part of all concerned. At the close of the school year 1929-30 we promoted 95 percent of the entire enrollment of white pupils from first grade through the high school, and we attribute this to the results of directed study. This is economy from a business as well as an educational standpoint. It takes approximately $50 to retain a pupil in our white elementary schools for one year, and at this time it behooves those responsible for the administration of schools to think along sound business lines.

By constant attention to methods and devices the study habits of pupils may be greatly improved. The responsibility is placed directly upon the pupil instead of the teacher or parent, and by constantly keeping in touch with what is being accomplished by the individual the teacher is in a position to direct the study habits. The teacher must not only emphasize the assignment but must also instruct the pupils in the matter of what we may call a "time budget" in order that time will not be wasted, and so that each pupil may work according to his own rate. It will usually be found that the teacher must give special attention to the lowest third of the class, and it will also be found just as necessary and important for the teacher to provide extra work for the highest third of the class.

The teacher who directs study must first of all be awake to the fact that each day means a day of school work completed, and not the completion of a number of personal tasks at her desk while the pupils work indifferently or not at all at their seats. Directed study certainly performs one great mission in the field of education if we could not claim anything else for it. It eliminates the lazy teacher. It demands more of the teacher in every respect than the ordinary grade plan of school keeping and lesson hearing. Under the usual plan a teacher of very ordinary interest and ability can close herself and children in a room and with very little effort on her part, and, provided the parents of her children are good teachers, she may complete a fairly successful year in so far as the general public is concerned. This is not the case if we must direct study so as to complete all school duties or assignments while in school.

Although directed study can be practiced with excellent results in the usual grade room with one teacher in charge of all subjects if the three-group plan is used the results can be greatly increased by departmentalizing the upper grades of the elementary school. I am well aware that many authorities do not agree with the idea of this form of organization in the fourth and fifth grades, however, this does not change my opinion for I am convinced that in many instances the primary methods and play habits have been allowed to creep too far into the advanced grades of the elementary school.

Under the departmentalized plan of directed study, the recitation periods should be short in the primary grades and gradually lengthened in the upper grades. If, however, an experienced teacher is in charge, I do not think it all all necessary to make the time of changing from recitation to study an arbitrary matter on the part of the administration. The Dalton plan of class procedure can be easily used in any school provided the teachers are really enthusiastic and are specialists in their work.

The departmental plan of directed study calls for special equipment in the classrooms where such subjects as music, writing, drawing, and geography are taught. Reading also comes into its own under this plan if directed by a competent teacher of reading.

All teachers have subjects they like and those they dislike. If we add the departmental plan to that of directed study the pupils not only recite to those who are specialists in the various subjects, but what is vastly more important than recite, they study under the direction of a specialist who is familiar with the learning processes and the most suitable technique for the mastery of the subject in question. In addition to this the teacher of a special subject usually becomes enthusiastic about that subject or quits, and what is more important than to have a wide-awake and enthusiastic teacher, who knows her subject and knows that she knows it, in charge of a group of pupils?

In our schools we have tried to plan the work of the curriculum so carefully and direct study so effectively that except in rare instances those children who are retained after school are kept because they have not completed the work for the following day instead of being kept for back work.

It seems to me that we can go a long way toward eliminating this everlasting process of always being a day behind in our school tasks. I believe that this "day behind" habit has become so fixed in many pupils while in school that they become professional procrastinators for life.

Is it not a fact that school work would be a very much more pleasant thing if the teacher came to school knowing that the large majority of the pupils were prepared for the day? Can you picture the enthusiasm of the teacher and the bright faces of those boys and girls who know that they are prepared? They have the satisfaction that comes to those who have mastered a difficult problem. They all have an even start for the day regardless of the type of home from which they may come, and folks who are doing things whether adults or children are going to provide very poor tools for the devil to use in his mischief-making that has taken so much of our school time in the past.

HOW THE ELEMENTARY SCHOOL LIBRARY HELPS THE CHILD TO DEVELOP THE HABIT OF CRITICAL THINKING

(BESSIE TERRY, *Principal*, The Rockingham Grammar School, Rockingham, N. C.)

The first duty of a library is to teach the children to enjoy books—to love them—and to consider reading as one of their greatest pleasures. They should learn that there are various kinds of books; that books of fact may sometimes be as interesting as fiction; that there are different kinds of fact books, travel, geography, vivid history, etc. Also that there are different kinds of fiction. The best fiction should do certain things—make them understand living better, stir their hearts. But it is the duty of the teacher not to preach to children about books but rather by suggestion to lead them to read the right ones and thus learn of the values for themselves.

Robinson says there are four kinds of thinking—reverie, in which our minds wander about in matters pleasant to the ego, and we satisfy our loves and hates; *making up our minds—making decisions*—whether to get up or to stay in bed; *rationalizing*—finding excuses for keeping on believing as we do, and declaring that our opinions are right—not bothering to find any facts to back up our opinions; and, *creative thinking*, the most important kind of thinking, is that which we do when we get all the facts together and then form our opinions from inductive reasoning. It is the scientific method, where facts are observed, noted, compared, organized and finally put into a pattern which may be called a natural law. From these we may evolve theories. Now of course children cannot be expected to do creative thinking, only a few adults can; but they can be led to appreciate creative thinking and thus prepare for the day when they themselves may be able to do it. All science is a record of the creative thinking of thousands of men.

In their reading of novels, poems, and plays, children will naturally find themselves liking some and disliking others. They should be allowed to state frankly which creations they like and which they do not care for. But merely silly reasoning will not do. However, taste is such a tenuous matter that it cannot be forced upon anyone, and every man has a right to his own opinion; even children have. The only thing to do is to expose children to good books and let them find their own way among them, and after they have enjoyed something, let them go ahead and enjoy it as much as possible in telling why they found it good.

The library must have a well-rounded supply of books. The size of the school, as well as the curriculum, will determine the number of volumes and the nature of the book collection.

Objectives formulated by the American Library Association and published in the Booklist, May-June, 1921, will give some idea of the generally accepted objectives of the library in the school.

1. All pupils in the elementary school should have ready access to books to the end that they may be trained:

(a) To love to read that which is worth while.

(b) To supplement their studies by the use of books other than textbooks.
(c) To use reference books easily and effectively.
(d) To use intelligently both the school library and the public library.

The school library will give to children, through books, a wide knowledge of the universe in its diverse form; will help them discover their own interests, abilities, and aptitudes; and, will enable them to obtain vicarious experiences which will increase their apperceptive mass.

One of the chief characteristics of the elementary school child is his proneness to generalize without giving sufficient proof. He makes general statements as a result of one observation or experience and forms hasty conclusions—conclusions from unsubstantiated statements of others. The use of reference books will be of great help to the pupil in overcoming this vagueness. The library gives facts for the child's guesses. It serves as a check on his inaccurate thoughts and overcomes hazy thinking, which often results from insufficient material. This kind of reference work is indispensable if the child is to form the habit of critical thinking.

"It is not enough that the pupil should know a fact; he must have the opportunity to follow the development of the idea, or fact, whichever it is, through all the variations wrought in it by the changing ideas of the years. It is only by seeing things thus in retrospect that the student will gain some tangible basis for generalization." And this opportunity the school library should give to the child.

How well the elementary school library functions depends upon the principal and the teachers of the school. They must have a love for books and must let the pupils know this.

They must not only have a love for books but they must know those that are in the library. If they know the books they are in a position to help the pupils use the library to best advantage.

Since pupils must go beyond the test for the information necessary to classroom work; since the present day curriculum includes the whole field of life interests; and, since projects or activities may arise around so many phases of human thought or accomplishment, pupils must learn to secure information from books. They must learn to use these effectively and intelligently.

The librarian, or grade teacher, where there is no regular librarian, should give definite instruction as to the activities and possibilities of the use of the library. The pupil should be taught where to find dictionaries, encyclopedias, reference books, etc. Lucile Fargo in "The Library in the School," lists the following as minimum essentials for the information an average school pupil should have about the library and the use of books at the end of the sixth year: 1. How to open a new book properly and how to care for it; 2. How to borrow a book from the school or public library; 3. How to use an index; 4. How to use an abridged dictionary as an aid in spelling; 5. How to look up a topic in encyclopedias such as the World Book or Compton's; 6. How to find a book on the shelves through the use of the card catalog, and, 7. How to replace a book in its proper place on

the shelves. "It is, therefore, incumbent upon the student to learn not only what books to look for, but how to find them, and once obtained, how to use them to the best advantage."

The following suggestions attempt to give some ways in which the use of the elementary school library may help the pupil to form the habit of critical thinking.

Through the discussion of books, the pupils learn to evaluate them in terms of information, illustrations, style, vocabulary, etc. Through extensive comparisons they are led to judge the merit of a book in its different phases. Pupils should be directed in these discussions by the teacher. Their criticism should be supported by evidence from books which they have read. In this way the pupils will be led to judge the books they read.

Reader's committees may be formed whose business it is to review books, and make reports on them, as to style, illustration, type of print, and information. Class discussions of these will follow.

The intelligent use of magazines should be encouraged. This can be done by submitting several articles to certain pupils, or groups. These make a report to the class telling the fine points, or weak points, contained in each article. In order to do this, the pupils must select, judge, consider—in other words, must do critical thinking.

Directed work with reference to project work is helpful. Topics should be assigned and the necessary reference materials made accessible. The pupil reads specific references for making a report to the class. He, also, reads general references for getting a broader knowledge of the subject. Reference assignments can be based on practically any of the subjects taken up—history, geography, civics, nature study.

The writing of book reviews to be published in the school paper, or local newspaper will send many pupils to the library and will lead them to think critically.

Chapel programs, in which authors may be discussed; incidents, in books which may be portrayed, and, book pageants which may be dramatically presented, will lead children to the use of the library. If these programs are at all worth while the children must do critical thinking.

I have chosen a few instances to let you know how our library in Rockingham has helped our pupils form the habit of critical thinking.

In a sixth grade history class, the pupils were beginning the study of early life in North Carolina. All books in the library, containing references on early life in the United States or North Carolina were posted in the classroom. The same type of lists on Daniel Boone, Other Pioneers, and general information about this period were posted. Some of the pupils began to read these without any suggestions from the teacher. Then they began discussing the things they had read. And the teacher assigned certain materials to individuals, or to groups of pupils. Class discussion of these followed. After the discussions, some boys asked if they could make an early North Carolina settlement. Of course the teacher consented—but sent them back to their books to make further study of just how this should be done. I think if you could have seen them searching for houses,

stockades, forts—and if you could have seen that completed North Carolina settlement with its log cabins, its stockade, and its log fence enclosing it, you would be convinced that those children did quite a bit of critical thinking while this study was going on.

When this same class took up the study of the *Race Elements of North Carolina and Their Contributions to the State*, they made extensive use of the library. All materials in the library on England, Scotland, Ireland and Germany were listed and made available to the pupils. The history teacher started this project, but the reading and geography teachers were soon coöperating.

At first the pupils were allowed to browse around in the books and read what they wished. In the meantime, the reading teacher was finding poems by John Charles McNeill; selections from Isaac Erwin Avery; books by present day writers, such as *Drums*, by Boyd (who lives near Rockingham); *The Life of Benjamin Franklin* and *The Life of Emerson*, by Phillips Russell—a native of our town—were discussed though not read. The pupils were asked to find out all they could about these writers, and, of course, to find out, from which race element they were descended.

In geography a study of the divisions of the state was taken up. This led to a discussion of the products and industries of each section of the state. Constant reference work was being carried on.

By this time the class had become very much interested in *The Race Elements of North Carolina* and wanted to know what each had given to the state. I've never seen a group more interested than this one was. The books were almost constantly in use.

The teacher, at a time when interest was keen, announced that she had a play "The Old World's Gift to North Carolina." (Note: This is a play on the race elements of North Carolina, suitable for sixth grade, written by a North Carolina teacher, Miss Jessie Hodges of the Charlotte schools.) Of course, the class wanted to hear the play read. The teacher did this. Immediately the cry, "Let us give it," arose. It was decided this should be done.

Did they do critical thinking? They were anxious to give the play before the public. They went to their books to find folk dances, national songs and flowers, customs, and costumes of each one of the races. They had to find out how the Highland Scotch, the Scotch-Irish, the German, English, and Irish dressed. They helped select the children for the parts, basing their selection on the type child they felt would be most suited to the character represented; they decided upon the costumes that should be used and helped make these; and finally decorated the stage as they felt North Carolina would have looked when these races settled the state. I am sure these children were led to practice critical thinking. The play was a success and the audience received a vivid picture of the contributions England, Scotland, Ireland and Germany had made to North Carolina.

The same class decided to make a Carolina Theatre, or moving picture, which would portray the outstanding events in our state's history. On the teacher's part, this was to serve as a review for the term's work. In order to select the scenes for the picture the children had to recall the most

important events in North Carolina history. They consulted their texts and other books on North Carolina. They studied the books, looked at pictures, held many heated discussions, and, at last, under the guidance of the teacher, decided upon many scenes and incidents which should be included in the picture. When it was found they had too many they, then, had to select the most important ones from those already chosen. After further debate, comparison, and deliberation, selection was made.

Members of the class who could draw well were to make the pictures. Those who could draw, and those who could not draw, were busy poring over books, looking for pictures, and suggestions—for this picture had to be a *real presentation* of the history of North Carolina. The Carolina Theater gives evidence of how these pupils made use of our library. There is no doubt in our minds that these children have formed the habit of critical thinking.

There are many other instances I could have cited—but I took this class, and discussed its study of North Carolina, so that you might see "How the Elementary School Library Helps the Child to Develop the Habit of Critical Thinking."

SOME WAYS BY WHICH THE ELEMENTARY SCHOOL IS HELPING THE CHILD TO APPRECIATE AND DESIRE WORTH WHILE ACTIVITIES

(ANNIE M. CHERRY, *Rural School Supervisor*, The Halifax County Public Schools, Roanoke Rapids, N. C.)

Many school systems in the state have made much progress in helping their pupils appreciate and desire worth while activities that will lead through the enrichment of experience to their well-rounded growth and development. The first prerequisite for success in such a program has been the selection of a teacher who realizes the full import of the axiom, "Children learn by doing," and its bearing on changing conceptions of good practice in the elementary school. Instead of continuing her rôle as a pattern-trained teacher, she has reinterpreted her function and becomes a guide and counselor. She has not only sensed the principles which the new practices embody and illuminate, but she has translated these in terms of her own situation. Among other responsibilities in this connection, she not only plans, but plans ahead, plans for alternatives, plans for adjustments in the terms of the actual responses, suggestions and needs of the group as the activity progresses. Likewise, she strives for her planning to help the children to learn to plan wisely and to devise suitable ways and means for carrying their own plans into effect. Therefore, in the well-ordered schools, conditions are so arranged that a child learns through his own thinking, feeling and doing under the wise guidance of those who see in their own needs as adults the end to be attained in the learning.

In order to appeal to the tastes of children, in order to arouse their ambitions and inculcate purposes so that they will have energy to think and plan and do, new kinds of subject matter must be selected. Not only must it be more stimulating, but it must be more plainly a kind that

identifies the child with social situations as well. The units of study, centers of interest, and creative activities are, therefore, chosen with the purpose of offering opportunity for the rich creative development of each individual child in varied forms of expression adapted to his age; of giving each individual the opportunity to contribute to his own social group and to coöperate with them. A more flexible program is arranged in order that this new type of teaching may be carried out effectively and satisfactorily. Here we need to think of the school and its life as a whole, of its program of educative activities, of how much and what way the pupils participated profitably in all that is done. Here emphasis is placed on learning through active participation in life-like activities designed to develop desirable habits, attitudes and ideals.

The whole conduct of the school is based upon the interaction of group and individual. The activities that go on in the room, the physical care of the room, the social relationships among the children and between children and the teacher, the contacts with the community, all are planned with the end in view of gradual progression in the business of living with people. When the children pool their knowledge in group discussions, share responsibilities, etc., there are many opportunities for developing standards of social relationships. In fact there are innumerable situations that rise daily whereby opportunity is given for learning to subordinate individual interests and desires to the larger interests of the group. Such learning is not a thing apart, but is bound up with the whole day's work and play. The children are living right relationships in their own school community. Out of these will come the standards that will make it possible for them to live right in large communities. This is an outgrowth of the fact that the new school provides a natural, home-like, wholesome environment, free from physical and emotional strain, where children may meet socially and develop under wise leadership the best characteristics of physical, mental, emotional and social-moral growth.

Although a bare beginning has been made in Halifax County to introduce an activity program in our rural schools, we feel that our efforts have been foundational. Our major premise was based upon the principle that "Growth can best take place in an environment which supplies natural and vital activities, rich in informational content and guidance toward the following educational outcomes: (1) Character-forming ideals and habits; (2) Appreciation of the most universal and prominent values of life; (3) Clear thinking; (4) Open-mindedness; and (5) Skill in meeting practical problems.

Here are some of the points we have found necessary to accomplish the best results in promoting pupil progress: 1. Recognize the fact that all children are not alike and that successful teaching depends upon the recognition of individual differences. Then adapt the curriculum to fit the needs of the different ability levels; 2. Determine and use what are the worth while interests of pupils which may be carried out to advantage in the learning process; 3. Provide stimulating material and equipment, which will suggest and lead to worth while activities; 4. Center the curriculum around larger units of work; 5. Arrange a flexible daily schedule; 6. Consider the outcomes in attitudes and habits of equal importance to

the outcomes in skills and knowledges; and, 7. Enrich the regular course with cultural subjects.

To be specific, let me give you a concrete illustration of how one of our rural teachers helped her group of first grade children live joyfully and meaningfully what they were learning through the enrichment of experience that grew out of worth while activities. In support of the belief that activity with real motives for work is the true basis of growth and that a natural life situation is the basis for creative expression, the teacher attempted to center her Course of Study about the experiences and the natural human interests of the children.

Her first step was to bring into the school room those stimulating materials that were challenging to the individual children's purposes—those materials that furnished the elements in which children feel at home. Such things as native clay, picture books, scraps of lumber, discarded boxes, an easel made by the grade, pictures, bits of cloth, toys, perhaps a doll, etc., were included. A simple, wholesome environment, full of opportunities for meaningful work and interesting experiences, was given every attention. It was made a place to live in which would suggest ideas of what to do or what needed to be done and, at the same time, offered freedom to carry them out. The all-important thing, as Mary Lewis says, was "To create an environment in which children might live and grow and flourish, a place in which a child's soul and mind might be at peace."

The result was satisfying. The schoolroom was not only made sufficiently attractive in an informal way to impress the group that it was a happy, desirable place to be, but it was so full of interesting things that a working atmosphere was created at the outset. Centers of interest offering several kinds of stimulation were provided, as: 1. Science center where flowers, fruit, leaves, etc., were assembled; 2. Social center where dolls, drums and other toys were found; 3. Building center where wood and tools, scissors, paste and colored paper—materials for making things attracted the children; 4. Reading or library center with a supply of mounted pictures and picture books well chosen and attractive to children; 5. Music center where the victrola and records on the primary level were placed on a low table within easy reach of the children; 6. Pets were often present for the group to observe, care for, and play with; 7. Bulletin board; and, 8. Printing center where an easel with paints and paper were available for their free use.

Out of this stimulating environment that enriched the experiences of the group and aroused their active interest developed activities in which the children participated. In the development of the unit from this point, the following steps proved helpful: 1. Had informal discussion of the materials at hand, talks, etc.; 2. Recorded carefully the pupils' questions and watched for a desire on their part to study the topic; 3. Went over the pupils' questions and suggestions and picked out the most significant ones for the unit of study; 4. Encouraged pupils to bring in materials relating to the topic; 5. Taught lessons both directly and indirectly relating to the topic. Looked for opportunities to use the materials in every lesson possible; 6. It was found desirable to have some work with the hands in connection with the study. Activities used were (a) friezes,

(b) booklets, (c) posters, (d) hand-made books, (e) models of various kinds. (The use of models was discouraged in the primary grades.) 7. Noted and encouraged all indications of the following points that were stressed at all times: (a) Coöperation; (b) Persistence; (c) Personal self-dependence in care of own things and in surroundings; (d) Right attitude toward school and school work; (e) Respect for older people; (f) Initiative—leadership; (g) Resourcefulness; (h) Profitable use of leisure time; (i) Fairness toward others and himself in games; (j) Civic responsibility; (k) Ability to talk intelligently before group; (l) Interest and participation in group activities without self-consciousness; (m) Consciousness of rights of others; (n) Respect for contributions of others; (o) Knowledge —information—concerning his every-day life and environment; (p) Keen powers of observation; (q) Desire to share with others; (r) Desire to create; (s) Ability plus a desire to read and write that prompts voluntary "doing"; (t) Ability to plan and carry out own plans; (u) Ability to present worthy judgment; (v) Right attitude toward conduct; (w) Respect for feeling of others.

Such purposeful work presented numerous opportunities for wholesome growth, mentally, socially, physically, and emotionally. As the unit progressed, special study of the habits and attitudes being developed by each group was made. From every standpoint, the children were really living what they were learning. This was a distinct effort to develop the whole child into a better integrated personality. On the whole, the children grew in their ability to initiate their own problems, and to carry them through to satisfactory completion as well as in the development of certain skills, desirable habits of conduct, and the formation of right attitudes toward both the work and the group. Standard test results revealed their ability in reading was greater than we had a right to expect. Likewise, the teacher grew in ability to (1) supply challenging stimuli from which the individual or the group might elect a problem and use the available material to carry out plans of their own, (2) guide their selection and to hold the children up to the standard of their highest achievement in desirable outcomes, and (3) make use of the most worth while leads as a carry over to further activity.

There are many valuable criteria that we have at our disposal by which we may judge the worth of any activity that we permit children to follow. (Notably among these are those arranged by Dr. Mossman, by Prof. Annie E. Moore and by Prof. James Tippett.) However, in the last analysis, the most searching test to apply is to pass judgment on the degree to which the activity stimulates the worker to go on to more valuable forms of activity. This "leading on" quality, as Kilpatrick puts it, is the test of the educative value of any work whether it be self initiated or suggested and directed by the teacher. That life is richest, which sees continually ahead of it desirable "things to do," desirable because the doing satisfies the worker and helps his neighbors.

The challenge which faces progressive education is the reorganization of the public school in terms of child life. The part which the school may contribute depends largely upon the degree to which curricula and methods provide opportunity for children to express and develop fully their useful

capacities. As teachers and school leaders, we should be eager to make our activities increasingly genuine and vital to each individual child; to prepare each child better for his social obligation; and to offer increasing development for that greatest treasure, creative ability. For these reasons, we should accept the challenge to reorganize our schools in terms of child life.

SCIENCE IN THE ELEMENTARY SCHOOL

(R. J. SLAY, *Director of Science Instruction,* East Carolina Teachers' College, Greenville, N. C.)

The scientific mental attitude and the scientific method of inquiry which is so evident in people today and which within the last three centuries has revolutionized our method of living through the change in our method of thinking was brought about by the contributions of a long procession of scientific thinkers, but had its inception through the work of Archmedes two centuries before Christ. It was through the famous "bath tub" experiment of this wonderful, scientific thinking man that we owe the origin of the greatest contribution that science has made to the human race, namely, the scientific method—the universally adopted method of observation, experiment, and calculation. It is because of this method that man's progress has gone forward by leaps and bounds because it has released his mind from superstition and fear and thereby awakened in him scientific individualism. He no longer attributes his condition to the wrath of the gods and humbly implores relief with folded hands and petition, but at the approach of famine, disaster, or epidemic sets about to discover the cause by scientific observation and experiment and apply the remedy which results from accurate calculations. His mind has been freed and he has learned that he possesses an intelligence that will function and upon which he can depend. "To get the meaning and effect of this idea, compare the monasteries of the middle ages filled with serious souls, who, finding the world too bad for their habitation, saw nothing for them to do about it save to escape from it and cultivate their own souls; compare this attitude of the monks with the attitude and incessant activity in the service of humanity of a Kelvin or a Pasteur. This new conception of human responsibility, of man's place in the scheme of things came into human thinking and began seriously to influence human conduct about Galileo's time, and as a result of his work and that of his contemporaries and followers. It was rather the method used by Galileo, and followed by Newton, Franklin, Faraday, Maxwell, Pasteur, and Darwin and a host of others who caught the significance; it was this that constituted the new idea through which we have learned to read the story of the geological evolution of the earth, of the evolution of life on the earth, of human history and civilization; to combat epidemics of disease, to relieve economic depressions, and above all to insure freedom of mind from the grip of superstition and fear. It is to this idea—the scientific method of thinking—that we owe our intellectual freedom, and who knows to what limits we may yet go with its aid. If the past three centuries is an index of what the next three centuries may be, then the supreme question for all

mankind is how it can best stimulate and accelerate the application of the scientific method to all departments of human life."

It is perfectly obvious that the development of this scientific method of inquiry and scientific attitude, which results from the scientific method of study, is the responsibility of the home and the school—which means at present almost wholly the responsibility of the schools. It is obvious also that its development should be begun with children when they first enter school. It should be the primary method of teaching because it is the primary method of learning.

The scientific method of study should be inaugurated in our elementary schools as the central thread around which to weave the entire elementary school curriculum and should be introduced through an elementary course in science because the field of science offers the best opportunities. It should then be adopted as the basic method for the teaching of all the other branches. We can justify such a method upon the ground that it is the natural method the child uses in learning. It is the method of trial and error. The scientific method involves observation, experimentation and calculation—the trial and error method involves observation, manipulation, and results through satisfying reactions—which means the one and same idea. The learning of a child is the method of the true scientist. He observes, manipulates, registers satisfaction or annoyance to certain reactions, and reaches his conclusions on the basis of these satisfying and annoying reactions. An inventor sets out in quest of something—he observes, manipulates, and reacts; if the invention comes through, the results are satisfying. We know the story of Edison's experimentation with the incandescent bulb. He observed and manipulated and the results were satisfying—they resulted in the discovery. At some time, and in some way Edison adopted the scientific method of approach to problems. It is possible that it came to him by accident. It stayed with him because he found that it would work—that it was a dependable method. He perhaps developed it unconsciously, nevertheless, it became a part of his philosophy of life and on it he depends for his mental salvation. Archimedes adopted it as his method, as did Newton, Pasteur, Darwin, Curie and the host of others; and we measure our progress in thinking by the contributions that these scientific thinkers have made to humanity through this method they adopted. Is it not right and proper, therefore, that we, knowing this to be true, should not endeavor to give the child the benefit of the experience of these pioneer thinkers and doers who have led us out of the dark ages to the renaissance of educational thinking?

The field of science, perhaps more than any other branch of the curriculum offers the greatest opportunity for the development of the scientific method of learning, and the elementary school offers the opportunity for its inception. The laboratory and educational environment is nature itself. The adjacent wood, the pond, the stream, the school garden, and even the school room are inviting laboratories in which the child can observe, manipulate, and form conclusions. The woods furnish abundant opportunity to teach forest preservation, which can lead into principles of economics; bird adaptation which involves the fundamental principle of animal adaptation to environment; and interdependence of plant and animal life which

involves principles of sociology. The stream furnishes the opportunity to study water power; erosion of soil and soil formation which involves the elementary principles of geology and agriculture; and water supply which leads into the uses of water for animal needs and protection from fire. The pond serves to establish the principle of interdependence of plant and animal life, types of water plants and animals; and the necessary relationship of sunlight, air, water and soil to each other. The school room, although perhaps more artificial as a workshop than the pond or stream, can be made to serve as a laboratory for the study of science, and even for the lower elementary grades. Weather conditions can be determined through temperature and air pressure readings; plant study through seed germination and bulb growing; and animal life with indoor aquoria. In addition to these, studies of foods, shelter, and clothing, and the all important question of health can easily have their beginnings in these simple workshops within the walls of even our remotest school houses.

Many of our great principles of sociology, economics, and the natural sciences were drawn from these commonplace beginnings, and they are today awaiting discovery by each and every child that is allowed the privilege to investigate for himself. Is it not possible that these apparently insignificant workshops may stimulate the minds of children so that they, or at least, some of them, may emerge profound thinkers and eminent men in all walks of life?

Assuming, therefore, that the scientific method of study is a desirable approach to the solution of problems, and assuming further that the field of science offers the best opportunity for the development of such a method, it is quite obvious that no further justification is necessary for the introduction of an elementary course of science in our program of studies.

Such a course in elementary science should, however, be clearly defined, and its function stated. It should not be thought of as a course whose content is drawn from the specialized fields of physics and chemistry, nor confused with our present day excuse—Nature Study. The environment of the child does not consist solely of insects, trees, and birds and certainly his ability to appreciate it can not be developed through identification. The child is not conscious of the differentation between the physical and biological sciences. He sees his environment as a whole and his interest is in natural phenomena which are embraced in all the fields of science. He needs fundamental training and experience in a course that embraces, in an elementary way, a balance of these essential principles of science. Nature study is only a part of science and much can be saved by merging it into the elementary course in science.

The primary purpose of the elementary course in science is to provide the means by which a child can develop within himself the ability to think through problems to satisfactory conclusions. It should not be solely for the training of experts and technicians, although that is desirable—it should be so conducted as to meet the needs of the masses, it should be taught as a general educational method that will carry over into all branches of the curriculum and not as a prerequisite for the selected few that are seemingly predestined as our future scientists.

In conclusion let me ask you to consider the following quotation:

"We need science in education and much more of it than we now have, not primarily to train technicians for the industries which demand them, though that may be important, but much more to give everybody a little glimpse of the scientific mode of approach to life's problems, to give everyone some familiarity with at least one field in which the distinction between correct and incorrect or right and wrong is not always blurred and uncertain, to let everyone see that it is not true that 'one opinion is as good as another'." (From a radio address given by Robert A. Millikan.)

AN ALL-YEAR ART PROGRAM FOR THE ELEMENTARY SCHOOLS

(Hattie R. Fowler, Teacher Training Department, The Taylorsville Public Schools, Taylorsville, N. C.)

I should like to change my topic to An All-Year Art Program Applicable to the Elementary School inasmuch as it had its beginning in a Teacher-Training Department. That department is successful, however, only to the degree that the activities there become an integral part of the elementary school. I shall not attempt a talk in educational terms telling you how to teach art. I shall simply try to show you how an art experience led the student-teachers, and through them the elementary children, to desire and choose many worth while activities. Then I shall try to show you some evidences that there was growth not only in subject matter but along three lines even more important than the assignable subject matter: (1) interest in and an awareness of pictures, (2) taste for good pictures, (3) citizenship traits. We all know that educators are more and more coming to recognize the potency of good pictures to shape the minds and characters of children, for

"Books whisper to the heart
But pictures speak to the soul."

How the Unit Originated: Last fall the teacher-training class in Taylorsville began its year's work with sixteen potential teachers having a background almost entirely lacking in those aesthetic qualities which make for a well-rounded social and civic personality. Furthermore the school lacked paintings, vases, and other evidences of an art consciousness. Believing that art appreciation should develop in each child a feeling of personal responsibility for establishing and maintaining beauty and knowing that the student-teachers could not build those qualities in the children if they did not themselves possess them, the instructor deliberately began to set the stage for an experience which would contribute to the following objectives: (1) Enable the student-teacher to see and appreciate beauty wherever and in whatever form she found it; (2) Contribute to the innate love of beauty through the intelligent use of good pictures and music; (3) Develop a finer and more discriminating taste in the selection of those pictures with which she lives; (4) Acquaint the student-teacher with the fundamental principles underlying pleasing art, balance, rhythm and repetition, harmony of line and color, effect of light and shadow (tone), mood

and feeling expressed; (5) Give the informational background with which to interpret honestly the historical, political, social, ethical, or aesthetic values as expressed by the artist, and (6) Influence indirectly and directly the attitude of the whole elementary school toward art.

How the Unit Was Developed: 1. A plaque, Raphael's Madonna of the Chair, was hung on the wall. It was chosen because it so successfully uses the fundamental and more easily understood art principles. Wall spacing was carefully considered in the hanging. The instructor awaited comment, and before the day was over, in answer to inquiry, she gave the name of the picture, a bit of its story, and some interesting incidents in the artist's life. The discussion was informally guided toward the following points: What the artist was attempting to portray, center of interest and theme, pattern of the lines upon which the picture was built (preliminary foundation for balance as an art principle), and the appropriateness of the 15th century type plaque as a setting for that particular picture, harmonizing as it did in color and line. 2. In the midst of this discussion a visitor dropped in. She told the human little story of the painting of the Madonna of the Chair (Good English, Book III, or *School Arts Magazine*, December, 1926). This caused a discussion of the feeling the artist was expressing in the picture and it was suggested that the same feeling might be expressed in music. A committee investigated the matter and found several records which they thought did this. Hymns were chosen and sung, Holy, Holy, Holy; Hallelujah Chorus, etc. 3. Other treatments of the Madonna theme—The Sistine Madonna, The Madonna of the Harpies and The Madonna of the Streets—were brought to class and group committees gave chapel programs which furnished the informational background for the study. 4. A new stimulation came in the form of an invitation to the class to visit the Colonial Art Exhibit in a nearby town. This is an attractive exhibit done in color. The invitation was accepted and it was decided that a visit to a furniture store should be included in the excursion, in order to see art expressed through a different medium. As the instructor was to be away during their trip, she asked them to report on the pictures they liked best. The students returned with a heightened interest in pictures and a new interest in picture-posing, which they had seen for the first time. As they were working for graphic expression in anticipation of the return of the instructor they tried out their talks on each other to get the benefit of criticism on choice of vocabulary. 5. The class wrote letters to Miss McDougald, State Supervisor, expressing fairly spontaneously their enjoyment of the pictures. Art principles of spacing and choice of words in letter writing were here recognized. 6. They greatly desired to give to the elementary school children the pleasure of seeing the collection of paintings. There had been before some discussion of bringing a less desirable but remunerative exhibit to the school, but the decision was that an enterprise in which the elementary school children profited in an intangible but important way is more worth while than financial gain. 7. Letters were written to the Colonial Art Company, Oklahoma City. They received the information that an exhibit could be secured with no charge other than the express, but the money from ticket sales had to be used to purchase pictures from the company.

A date was selected and an advertising campaign gotten underway. Posters conforming to art principles of spacing and emphasis were made. The entire class made collections of copies of masterpieces from many sources. These were mounted and various grades were invited to see them. Many of these children returned individually for a second and often a third view of certain prints. There was much study of these pictures and eager searching for information about the artists in preparation for an original picture pageant that should be a part of the exhibit. The North Carolina Library Commission and the University Extension Division Library proved to be invaluable aids in this respect. The students selected fourteen pictures on the basis of their preference and the possibility for posing and costuming them. Since poetical form was felt to be the most suitable mode of expression, the English class took up the study of verse forms in poetry. Descriptive poetry for each picture selected was written by individuals and polished coöperatively in class. The music periods were used for selecting and learning appropriate music to be used as an accompaniment for entire pageant choruses and voice and piano solos were used. During the physical education period the rhythmic interpretations were developed for the fairies. Finally the student-teachers chose the casts of characters. The class studied costuming and lighting effects, arranged a stage setting in harmony with the theme, and constructed many stage properties such as the harp for hope, and the picture frame for the posing. It was decided that the money realized should be used to place pictures in the classrooms, each class being urged to sell enough tickets to buy a picture. In the end each class proudly and seriously chose a picture; besides, there were two for the Teacher Training Department and one each for the two libraries. 8. Before the exhibit arrived plans had been made for handling tickets, talks about the painting, and programs by different grades for each night. The day was so scheduled that each class enjoyed a period in the exhibit, looking at and discussing the picture under the direction of a teacher or a student-teacher. The entire school seemed to become picture conscious, many contributions being brought to school. 9. The instructor, taking advantage of an opportunity in judging, encouraged the classes to choose from the entire collection the picture they wanted to own. Before judging, certain criteria must become a part of the individual's equipment. Through the indirect study of art principles expressed in specific paintings, the classroom teachers had prepared for this situation. Many evidences of growth in liking for real art were seen during the selection. 10. The student-teachers used the intense interest of the grade children in the exhibit as a motive for language lessons during practice-teaching. Their classes made booklets, each page of which contained a small picture mounted above a story about that picture—sometimes the result of group composition, sometimes original with a child. 11. Another phase of art study was the making of plaques, an interest which continued throughout the year. 12. All through the year the student-teachers collected pictures and teaching material about those pictures. Much English work grew out of this activity. The students would organize the work according to this plan: Study picture and artist; mount picture on heavy construction paper of harmonizing color; tell story as to children; write story of artist and picture; find music to express same mood. The

desire to make a pleasing cover for the picture study booklet which resulted introduced designing as an activity. After research they selected the following principles as guides: Highest point of interest in center of design; space must be pleasingly filled, not crowded; must have rhythm without monotony—attained by using large and small symbols together; must have balance. 13. The students read much about methods of arousing a love for beautiful pictures and selected the following as the best current practice: Place picture on bulletin board several days before study; give children opportunity to express what the picture tells them—opportunity, freely, to express their own ideas and feelings about the picture before you tell them anything; direct observation—questions needed to bring out points not covered by discussion; tell material in story form, not duplicating points covered by discussion.

Some evidences that there was growth in an interest in pictures are found in the following situations: A fifth grade boy who was the owner of a white rabbit upon seeing a small plaque of "The Boy With a Rabbit" inquired: "Do you know where I can buy a picture like that? I want one for myself." A sixth grade boy bought his mother, as a birthday present, a copy of "Hope." Every student started a collection of pictures which remained a live interest to the end of the year. The adults of the community, moreover, showed great interest in the exhibition.

Evidences that the students acquired a taste for good pictures are found in the fact that the various grades chose the following pictures as their favorites: First grade, "Boy With a Rabbit"; second grade, "The Shepherd Boy"; third grade B, "Can't You Talk"; third grade A, "The Age of Innocence"; fourth grade, "Boy Pioneer"; fourth grade, "Feeding the Birds"; fifth grade, "Sir Galahad"; sixth grade, "Where the Sun Goes"; seventh grade, "The Song of the Lark"; eighth grade, "Corot's Spring"; teacher training, "Corot's Spring" and "The Boy With Torn Hat"; high school library, "The Pioneers."

Evidences that worth while citizenship attitudes were being aroused and practiced during the unit are found in the following statements: 1. The student teachers showed a desire to share with the Taylorsville school the pleasure of seeing the exhibition. 2. They made the decision that an enterprise in which the elementary school profited was more worth while than a money-making scheme. 3. They became more self-reliant through practice in planning and executing. 4. Initiative was exercised in planning for and carrying out program—e. g., tub with pillows on top covered with dark robe for top of world in "Hope." 5. There was responsibility to group—e. g., each student-teacher trained children for certain picture and looked after costuming and all the properties. 6. Observation of, liking for, and desire to own pictures were quite evident. 7. They desired to beautify new elementary library (made plaques for it). 8. All over the school there was a more evident desire to make the rooms more beautiful. The materials on the bulletin boards were better arranged. 9. There was a better school spirit perhaps the result of a coöperative effort involving the entire school. 10. Unselfishness was shown during the selection of the pictures that were bought for the teacher training department and each elementary room. 11. Art appreciation growth was shown by type of pictures selected.

The following sources of materials proved useful:

Pictures:

(True color representation is essential.)—Sources of good prints:

Colonial Art Company, Oklahoma City, Oklahoma.
Art Extension Society, Westport, Connecticut.
Harter School Supply Company, Chicago.
Brown-Robertson Company, New York.
Normal Instructor—Owen Publishing Company.
Masterpieces in Art for Picture Study—Selected by Dr. W. Linwood Chase—Education Publishing Company.

References for Informatorial Background—

Pictures:

Bacon—Pictures Every Child Should Know—Doubleday-Doran (correlates pictures and music).
Caffin—How to Study Pictures—Century.
Lester—Great Pictures and Their Stories—Mentzer-Bush, New York (8 volumes), excellent reproductions—good material.
Horton—My Picture Study Book—Harter School Supply Company.
Teacher's Manual for Grades I and II.
Work books for Grades III and VI.
Library Commission, Raleigh, North Carolina.
Library University of North Carolina.

(The books sent for the asking from the last two places are excellent for informational background.)

Music:

Records in Rural Unit No. 1—Victor Talking Machine Company. Price $10.00—varied in content.
Music Appreciation with the Victrola—Victor Company (good for correlation of music and pictures).
Teaching Music From an Appreciation Basis—Mohler—C. C. Birchard and Company, New York (excellent).

Someone has said, "Tell me what pictures hang upon his wall and what music is his companion, and I will tell you what manner of man he is."

I will leave with you a quotation from Van Dyck:

"You must look at pictures studiously, earnestly, honestly. It will take years before you can come to a full appreciation of art, but when you have it, you will be possessed of the purest, loftiest, most enobling pleasures that the civilized world can offer you."

SUMMARY

(A. M. PROCTOR, The Department of Education, Duke University, Durham, N. C.)

The task of summarizing what has been said by six speakers in the time allowed is a rather difficult one and therefore no attempt will be made to give a complete summary but merely to point out those phases of the

talks of the various speakers which have impressed me most and also to point the way to certain dangers which may be involved in following a theory too far in one direction.

One impressive feature of all of these talks has been the emphasis placed upon the need for the development of the individual. No doubt this emphasis has grown out of the fact that in the past our school work has emphasized group instruction and group thinking at the expense of the individual. It is suggested that there is a need for group adjustment to environmental forces as well as individual adjustment and there is a danger that in our zeal for individual development we may bring about an anti-social attitude.

The first three speakers directed their remarks to the problem of how the elementary school may lead the child to do critical thinking. In summarizing it shall be my endeavor to point out how they answered the question "What can the school do to stimulate critical thinking?"

The first speaker pointed out how critical thinking is demanded on the part of the child by the need for adjustment to an ever-changing environment. Thinking is a matter of training, habit, stimulation, and attitude rather than age. Examples of how children think, even very young children, were given. There is a distinction between the habit of thinking and the practice of thinking and what is really desired is practice. In order to help the child acquire this practice there must be frequent opportunity for thinking and careful guarding against suppression of thinking by demands for conformity to convention and to adult attitudes. There is a real danger in handing out to children ready-made conclusions.

The three fundamentals demanded of the elementary school in providing the opportunity for critical thinking on the part of the child are: 1. Proper classroom atmosphere; 2. A well selected curriculum; 3. A well trained teacher who has an open mind. With these in proper adjustment the child naturally and easily falls into the practice of critical thinking.

The second speaker after briefly showing the necessity of directed study at school and the iniquity of the practice of assigning work to pupils and having that work done by parents at home showed how directed study at school should develop in the child the correct practices for critical thinking. The fundamental factors involved are: 1. Pupil and not parental responsibility for learning; 2. Emphasis on a clearly understood assignment; 3. Instruction of the pupil in the matter of a properly balanced time budget; 4. Attention to the individual needs of the pupils so that each type may be stimulated in the proper way; 5. The completion of each day's work during the school day. Such a procedure increases promotions; makes for greater happiness of both pupils and teachers.

The third speaker talking of the use of the library showed how the books of the library furnish the facts which are the tools of thinking. Pupils, who think, are constantly confronted with questions. They are taught that the answers to many of their questions may be found in the library. The correct solution of problems demands the collection of many facts. The facts are to be found in many cases in the library. In critical thinking one must call to his aid experiences both actual and vicarious.

The library is almost the sole source for vicarious experiences. The library gives the facts to replace the pupil's guesses. Critical thinking is also stimulated by the necessity for evaluating the books and the facts within them. Children are prone to generalize from too few cases without weighing relative values. The library must furnish a wealth of material and the child must select those according to relative values in forming his conclusions. To be most helpful to the child the teacher must know the school library and know how to assist the child in finding what he wants.

The second phase of the discussion dealt with leading the child to appreciate and desire worth while things. In summarizing the three talks on this topic I shall endeavor to point out how the speakers answered the question: "What can the elementary school do to help the child appreciate and desire worth while activities?"

The one element common to all these speeches was the recognition of the need for some measure of values. One must recognize that value is a relative thing and that it must necessarily vary with individuals. The element of familiarity always enters into one's appreciation and the greatest task in developing a desire for worth while activities is to bring the child to be familiar with the elements of the activities. Standards of value must be established. It is, therefore, the part of the teacher to know what these standards are and bring the child to a familiarity with them.

The first speaker pointed out that the child is already active and that the task of the school is to direct his activities into worth while channels. These were laid down as the fundamental factors involved: 1. Recognition of the fact that children differ; 2. Determination of what are worth while activities to fit differing individuals; 3. Provision of opportunity for carrying on these activities; 4. Provision for activities in large units which bear all the characteristics of real life activities (elimination of artificiality); 5. Provision of a flexible daily time program; 6. Recognition of the relative values of the habits, skills, attitudes, knowledges, and ideals acquired by the children in these activities and provision for the elimination of those that are undesirable and the development of the desirable.

One should not overlook the danger of leading the children into activities merely for the sake of activity. It was pointed out that this danger was involved and that all activities must be fraught with purposes which could be appreciated and understood by the pupils.

The second speaker pointed out how the scientific method is responsible for freedom of thinking and is the fundamental basis of critical thinking. The scientific method is the natural method of learning. The selection of worth while things means the weighing of values and the best means of establishing standards of value is through the scientific method. The best introduction of the child to scientific method is through the introduction of the study of science in the elementary school. Here the child can begin investigation by attempting to select the worth while things from his natural environment. He can determine the values of the forces of nature in relation to the sustenance of human life on this world of ours. Scientific method develops the means whereby the child can think through problems for himself and reach satisfying conclusions.

The third speaker illustrated the approach to the development of the ability to appreciate and desire worth while activities through the medium of art. Art is not merely confined to pictures but is found in all of the activities of life. The best way to promote art consciousness is by making the artistic familiar. These should be the fundamental objective of the school: 1. To lead the child to see and appreciate beauty; 2. To produce in the child a desire to create beauty; 3. To develop standards of taste; 4. To give the child a knowledge of the principles of art; 5. To give the child informational background as a basis for interpretation and appreciation; 6. To produce in the child the artistic attitude, which consists in the development of the finer emotions.

In listening to this speaker, this reflection was made: How much finer our civilization would be if this generation could find its emotional thrills in the appreciations of the artistic in life rather than find its emotional thrills in the stimulation of sex impulses.

THIRD SESSION

Statement of Objectives: "It is the function of the elementary school to help every child: 1. To gain command of the common integrating knowledge and skills. 2. To develop a sound body and normal mental attitudes."

SOME WAYS BY WHICH THE ELEMENTARY SCHOOL MAY HELP THE CHILD GAIN COMMAND OF THE COMMON INTEGRATING KNOWLEDGE AND SKILLS

(Annie E. Bostian, *Principal*, The Henderson School, The Salisbury Public Schools, Salisbury, N. C.)

Many times have I sought to find for myself a solution to the problem I have been asked to discuss. Each time I have come back to the major problem of curriculum content. After finally settling the fact that this question was one of curriculum content, I realize the need of a philosophy of education.

In the light of a universal philosophy and an interpretation of the real meanings of civilization, let us follow some of the ways in which knowledge and skills may be put at the command of the elementary child. Bode tells us, "The central problem of curriculum reaches too far into the structure of our civilization to be changed over night." Twenty-five years ago, Dewey contended that educational problems and movements are a reflection of social changes! Our nation is gradually but very slowly changing from an aristocracy to a democracy. The pendulum, therefore, is swinging from the three R's with emphasis on concentration and discipline to such ideals as child centered schools, purposeful activity and a keen interest in a knowledge of the world in which we live.

In facing this larger social responsibility, a number of changes will take place. Since education is for the masses, it will be the business of the schools to help each child find his place in this complex civilization—with the greatest degree of ability to do his work well and with a certain amount of happiness in life's work. This idea will not only require direction, but will demand that the child's command of the knowledges and skills will be acquired in such a way and under such conditions that his work will be that of an artist in its line, no matter how simple the work.

For a more definite discussion, let us turn to the problem of health as a part of our school curriculum. Sunshine camps, as are being conducted in my own county, stress real living and the establishment of those proper health habits which enable the child to gain a maximum growth. Children with tubercular gland trouble watch their weights, eat balanced meals, rest, exercise and get much sunshine. Eight or twelve weeks of this study and living makes a marked impression on a child as to the proper care he should take of his body. This camp opened June 10th, with forty-two children totaling 434 lbs., underweight. July 10th, one month later, the entire group had gained 204 lbs.—an average of 4.8 lbs. per child. The

people who pass the camp daily tell me they can see a difference in the children in their activities and looks. They don't seem like the same children. If this can be done in a camp during the summer, surely it can be done in our schools. In one of my fourth grades the teachers and pupils put on a health activity which must be similar to many put on over the state. The group when assembled last fall was a very poor one, physically, with an outstanding administrative problem of inattendance appearing early in the first month. The children were very much underweight. It was decided to try to improve this situation. Foods were studied and a trip made to the creamery as part of a milk study. At ten o'clock each morning, a rest period was held, at which time all of the children drank milk or ate fruit. The school nurse made a visit at least once every two weeks to this class to help them in any way she could. She weighed them and each child kept his own chart. At the beginning of the activity only forty-eight percent of the children were up to normal weight. At the close of the activity, seventy-five percent were of normal weight. A number of values were present—a study of food values, good health habits and a spirit of coöperation for those who were unable to buy foods for the rest period. One child kept all of the cafeteria accounts for those who bought foods from the school. Is this type of activity perpetuating some of the highest values of our present civilization?

In what ways are we providing for the wise use of leisure? As the time for vocational life decreases, leisure time increases. With this leisure time, many man-made money-making amusements present themselves. Are our children, in learning how to spend this time, going to turn to these man-made money markets, solely, for amusements or are they going to be filled with such an interest that they will provide their own pleasure in the terms of highest life values? Should we look on school, then, as "a place in which a taste will be created for a life-long appetite for learning?"

This changing viewpoint will make changes in methods, particularly in reading. In the various activities the amount of reading which becomes a necessity will tend to increase reading interests for pleasure and information rather than stressing only reading mechanics. One of our third grades worked out a library activity unit. The teacher was trying to get a broad reading interest. Practically all book reports were in terms of hand work rather than of the formal written type. Old shoes were made into houses, toys utilized, book marks made and poems written. One boy in the class read seventy-four books, some of them being small interesting books of poetry such as Tippet's "I Live in a City" and "I Go A-visiting," read at the library hour. No doubt these small books helped in quantity read but the child had an abiding interest in poetry.

In another instance a first grade child had a notice sent home during April that he lacked a reading interest which should exist in order that he might go on with the same group of children to the second grade. The father came to me with this one question, "Why?" I asked, "How many books has your child read?" He answered, "Three." Most of the children in this grade had read from fifteen to thirty books. In practically every case the children had the deep interest in reading which this child needed. We could hardly keep enough reading materials in the hands of the children

who had developed this keen interest. Will large quantities of well-chosen material, used as reading for sheer enjoyment—as well as for the purpose of securing information—tend to develop those higher values of life and train for a wiser use of leisure?

In the field of music, I hope the time will come when children are taught to appreciate the beauties of music. Through the toy orchestra, listening lessons, and children's concerts will we create a deeper and finer appreciation of music? I think the time will come when the radio fan will show us by selection of symphony, orchestra or jazz, how much music appreciation has been taught.

Art is another of our intangible *appreciation* subjects. These appreciations, and finer, more intangible things are always difficult to measure. Up to this present year, very little has been done with art in the upper elementary grades. The work this year was based on the activities in geography and history and a school ground beautification activity. The beautifying of the school ground involved all of the grades in the school. The sixth grade children made all of the plans and asked the other grades to help them. Each was to take a certain amount of the actual work. In the spring during the time of teaching old world background history—a cathedral activity was put on. It started by studying the cathedrals of three countries, as to style of architecture and the influence these cathedrals had on the field of architecture. Before the study was completed, they had read and studied about every cathedral about which they could find any material. Is this type of perpetuation in the appreciation of architecture and a love of the beautiful things we have, going to raise the standards to higher levels?

Parents study groups are being formed over the country. Our school next year is trying out a night library hour for parents in order that these parents who care to do so may be better informed as to the materials at the command of their children and also enjoy reading for themselves. There are many beautiful new books in our school library that the parents have had no chance to see. It has also proven in many cases that parents who are using leisure time in this way are sending children into the schools with better attitudes, and if we are moving, thinking and acting in terms of these activity interest programs, the community will soon learn about it.

SOME PRINCIPLES CONTROLLING THE INTEGRATION OF VARIOUS SUBJECTS IN THE ELEMENTARY SCHOOL CURRICULUM

(Mildred English, *Assistant Superintendent*, The Raleigh Public Schools, Raleigh, N. C.)

To call attention to the many changes that have taken place in our civilization within the last half century would be a commonplace. To remind any group interested in education that new duties and responsibilities are placed on the schools in order that they may adjust their work to meet the larger demands is also needless. With few exceptions the leaders

in the educational world today agree that the schools should be largely responsible for the growth of the pupil in those qualities that will make him a good citizen—the ability to meet social and moral obligations, the ability to meet situations old and new, the ability to think straight about the problems of every-day living, the formation of good health habits, the command of the fundamental tools of modern life—reading, writing, spelling, language forms and number, the development of an appreciation for the cultural assets of life—music, art, literature.

The schools have always stressed the command of the fundamental tools of communication, and this they must continue to do. The new responsibilities, however, are given much attention in our schools today because of the theory that the formal techniques should be learned in relation to real life activities and the purposes which they serve. In the light of our present knowledge of the learning process, we must conclude that the surest method of learning a thing is through experience. We learn what we do and we learn when we do. While a child is learning one thing, he is learning many other things. In order that all the learnings which take place may be desirable, the schools must give a program that will give children a chance to practice things that are desirable and that will make for better living.

We believe that children learn when they experience the necessary subject-matter. In work developed around centers of vital and interesting experience, formal subjects tend to lose their identity and grow out of large units of work, which call for all types of subject matter and make use of the various interests and activities of the children. Today we strive to provide in our schools real experiences in meeting life situations and to give the child the subject-matter necessary for growth in ability to meet these situations as the need arises.

Taking anything new into memory only, or developing a habit or skill separate from any experience requiring its usage, is not enough. Symbols and the process of reading are learned when they are mastered as a means of interpreting thought, in response to a desire or need to answer questions or gain information that is of vital interest to the child. "How do Japanese boys ride? What do they learn in school? What games do they like; what foods do they eat?—Here is a book that tells, let's read to find out."

In a second grade grocery store such questions arose as, "Where do we get the oranges? Who brought them from the wholesale grocery store? Where did Mr. Brogden get them? How did they come from Florida to Raleigh?" The answer to these questions led to an interest in ways of transportation in this and other countries. Finding out that we do not raise all the foods we eat, that different sections grow different things, what we send to other communities or sections of the country, and similar points helped the children to have a feeling for the fundamental principle of the interdependence of man.

A need arose for fixing prices on goods in the store; for weighing and measuring; for addition and subtraction in making bills for goods bought and sold. A realization of the need for skill in handling money and num-

bers helped the group see they needed practice or drill to acquire that skill.

The group came to have a feeling of the importance of courtesy and politeness in selling and in making purchases, a respect for honest weight, for cleanliness and for pure foods. In their daily work they met problems the solution of which demanded skills, knowledges and abilities that will persist through life.

Children in one of our middle grades through the development of a school bank have had many experiences in the various phases of banking—in making deposits, savings accounts, interest on savings, making loans, the meaning of a good risk, the responsibility of the bank to render service to the community, the qualities needed in bank officials. As the bank has taken its place as a vital part of the life of this school for the past two years, many situations have arisen where the bank directors and officers (including the entire group, in some capacity) have had to decide questions as to loans that would affect the future of the bank, to render service in financing school projects. It has carried over into their summer vacation and they have continued to keep up their deposits and to have meetings of the directors each summer since the bank started.

This grade is going to high school in the fall, but the bank is so much a part of their life that they do not want to leave it behind. A suggestion was made that banks in large cities have branch banks and that this might solve their problem. They looked into the question and decided to leave a branch of their bank in the elementary school but to take the parent bank on to high school with them. Realizing that the high school must take it up as did the elementary school, if they make it a success, the group immediately set about plans to insure the success of their venture. A letter was written to the superintendent to ask permission to take the bank to high school with them. They wrote the principal of the high school and invited him to come to see them. A few days later he appeared in their room and they presented to him the proposition of a school bank at his school—telling him what it meant to them and why they felt it would be valuable to them in their high school work. He agreed to give them a room for the bank and expressed an interest in the undertaking.

They next undertook a campaign of education with the high school students to secure their interest and to enlist their support, planning and presenting a program at the high school assembly using slides and some original talks to present the matter in a telling manner.

Through this unit of work, which is now in its third year, these children have developed habits and skills, have acquired knowledges and have developed an understanding and appreciation of problems of modern life that will affect their conduct when they leave school and enter larger phases of living and serving.

Learning in such undertakings take place in relation to use and are valuable to children because they are learned when needed to meet immediate needs. They are put into immediate use. Such learnings tend to be better learned and to be longer retained than in the traditional school where the subject-matter learned was for use at some future time.

In our elementary schools we endeavor to give the child the power to do things; the ability to meet new situations; to carry things through to a successful finish; to find a way to live with his fellows; opportunities to exercise civic control, rather than to give him a large body of unrelated facts which he may never use. The drive in learners is not the desire for facts, techniques, skills and attitudes, but the desire to engage in many satisfying activities, physical, intellectual and emotional.

Many schools tend to omit activities which learners want, and try to teach isolated facts for which learners have no sense of want or need and little sense of their worth when they are forced to work on them. Such procedure is unnatural and in doing this they fail to teach many kinds of activity which constitute the real business of living.

Modern life requires tolerance, sympathetic understanding, an open-minded attitude. In our elementary schools we want to provide situations in which children have an opportunity to practice coöperative living, in which they feel that their personal contributions to a group enterprise further that enterprise, in which each child feels himself an accepted and respected member of a society of which he himself approves.

The true development of the individual, or the fulfillment of personality, comes only as the individual expresses himself, successfully and adequately, with others and towards others. Democracy is finding a way to live together and to exercise civic control. In our unit work the child must learn to be a good group member, he must learn to coöperate, to respect the rights of others, to have a sense of fair play, to have a sense of responsibility. He is interested in the group undertaking because he has put his best effort into it and is interested in seeing it succeed.

The elementary school must give to its pupils a sense of continuity in time, especially in the historical sense. History is the story, still going on, of mankind in its struggle with world forces. The child must want to help make the stream of mankind's history better as he takes a part as a citizen of the world.

Facts in geography and history are learned when they help to explain or interpret some question or problem. A study of how man has kept records, of the effect of inventions and labor-saving devices on the home and on the modern civilization, the growth of transportation facilities, and similar problems will make for an understanding and appreciation of the contribution of past generations to our present civilization, and for a tolerant understanding of the problems of different peoples and nations.

Food, shelter and clothing are common problems of all peoples. In studying ways and means employed in the different ages and countries to meet these needs the child will come to have a growing understanding of man's struggle to make world forces serve his needs.

Learning together those elements which should go together has long been recognized as good psychology but we have been slow to provide conditions in our schools that would utilize this principle. A curriculum organized on the basis of activity commends itself to us because it calls

for a richer type of experiences, a more complete learning, and a greater development of those characteristics which are desirable in successful living. The emphasis in the unit of work is upon the child as a complete human being, upon the development of general habits and attitudes as well as upon the acquisition of knowledge and the development of skill.

HOW THE ELEMENTARY SCHOOL LIBRARY HELPS WITH THE STUDY OF GEOGRAPHY AND HISTORY

(MARGARET JOHN, *Principal*, The Elizabethtown Elementary School, Elizabethtown, N. C.)

In this day of broad units of study and learning through activity, the word in this title that makes me hesitate and pause is the word—helps. It seems to me that to consider teaching these social studies in the elementary school without a library is to strip them of their broad integration with life as a whole and force them back into the realm of textbooks when we would have them a part of the child's living experience.

Take for instance, a fifth grade, eager to "make things," they said. They wanted to make a relief map. The teacher seized upon this idea as a nucleus for the geography for the entire first term. The class read the Book of Knowledge, The World Book, Encyclopedias, National Geographic Magazines, anything that would give them the information sought. Trips to the library began with "Where can I find something about my state?" The text furnished an excellent reference, but certainly not the sole authority. Each child chose a state and made a notebook, collecting as much material on that state as he could, and reported to the class the results of his research. The class combined all of the material, brought newspapers and made a pulp from the papers using flour as a binder. They drew the map on a large piece of beaverboard, put the pulp on so as to show the difference in elevation, marked the rivers and boundaries. After allowing it to dry they painted it. The map ceased to be a map but became a picture, a masterpiece to the thirty-six young artists. Could this have been possible without a library? Or take the class of sixth grade History—using Our Ancestors in Europe as a text—who decided they wanted to make a model of a Grecian home. They searched for plans, and after much discussion as to the merits of each, drew the floor plan. They made the house of clay—made to represent stone. After it was finished the question of furnishing was brought up. This, again, sent the class to the library to find what they could of Grecian art.

One of our state-adopted geography books dismisses Belgium with one-half of a page or less than two hundred words. Most of this is a discussion of the number of population and of the surface. There is a wealth of desirable information which is far more valuable and interesting than the number of people who live there, and this must be supplemented by outside reading. In the texts of one of our state-adopted histories the conquests of Mexico and Peru are summed up with these statements:

"Hernando Cortez, leading an army over from Cuba, had conquered Mexico. Later Francisco Pizarro crossed the Isthmus of Panama with an army and conquered Peru. Both of these countries were very rich in gold and silver. Peru is thought to be the country about which Indians told Balboa. The Spaniards robbed the natives of Mexico and Peru of their precious metals." It is only through outside sources that the vivid story of the Indian civilization found there, their modes of living, their architecture and culture can be told. The mere statement of those facts conveys no idea of Pizarro. No mention was made in this same text of Marco Polo and Lief, the Lucky. It is to the library that the child must go to find that it was Marco Polo's writings of his travels in Asia that gave Columbus and other explorers the impetus to explore. His writings of the wonders of the Orient, his descriptions of coal and asbestos, which he described as rocks that would burn and rocks that would not burn, changes history from a mere study into a wonderfully interesting story. One fourth grade, after reading the adventures of some of these explorers, decided they wanted to make an illustrated book. Starting with Marco Polo, they drew pictures of him with his two brothers on their travels; then Columbus and his ships. They followed Magellan around the world; reading everything they could get their hands on to find the kind of ship he sailed, the kind of clothes he wore, and the kind of weapons he carried. So interested were the children in him, they felt themselves a part of his crew; they almost ate rats with the crew, when the food supply was exhausted. So vital and vivid did each little detail become to them, there was not one bit of doubt in their minds as to the kind of underclothes Ponce de Leon would have left on the banks as he dipped in each stream in hopes that he would be rewarded with Youth. Evidently they had caught Ponce de Leon's spirit—so youthful were those pink garments they drew.

No child thrills over books of small type unrelieved by pictures. While our texts are more attractive than they have ever been before, still they are texts and the child can find in the library, what is to him a glorious story. Every child likes a story, and a good story is dependent upon a hero or a heroine—and adventure. There is a wealth of historical material found in biography that acquaints the child reader with national figures in a way impossible through a text alone. Let him read the account left by Dr. Anna Howard Shaw of the pioneer life she lived as a child; it paints a vivid picture of the hardships suffered, the restlessness and uncertainty that all of the early settlers felt and was a part of them. It would make an indelible impression, for this is the story of a child their age, living in this country years ago. The reading of the account of an eye witness to the sending of the first successful telegraphic message will give to some the same thrill felt ninety-two years ago.

If we teach geography and history as individual subjects and teach them separately as formal studies, the majority of tests have such meager information we must supplement it. If, on the other hand, we combine them as social studies, the library is even more indespensable. There is

a limitless amount of material to draw upon, which allows us to let the two subjects move hand and hand across a broad expanse of territory and time. Stories of the different industries—the story of cotton, paper, leather, rubber, linen, grass and steel—give an insight to how man lived in primitive times, and how he has evolved his method of living and working from the crude and clumsy way to the present day efficiency.

History and Geography require more outside reference work than any of the elementary subjects. The child must develop skill and resourcefulness in the use of various library facilities. Visit any public library or college library; it is surprising and pitiable to see the number of adults who have no idea of how to start to find material. I have seen college seniors, the week before graduation, as dependent as a first grade child upon someone else to find their materials.

Most of our elementary school libraries are not classified well enough for the pupils to use to the best advantage. Many of the high school libraries are not, but certainly is this true of the majority of elementary libraries. The listings are too general; too often it is only the title of the book. There is hardly ever any cataloging of the contents of the book. Only by searching the table of contents of each book individually can the child tell what it contains. A pupil studying the industries of the state of New York, would hardly think he could find an interesting story of the largest salt mine in the world in a book entitled "Whys and Wherefores." In looking for material on a certain subject, if after a few minutes search some does not come to light, the child becomes discouraged and quits with the announcement, "I could not find any," or "There was not any there." You may say that the teacher should have given more explicit directions. Here again, we find that the teacher herself does not know what is in the library. Months after a project has been finished and another will be underway, you can hear the remark: "I found the best article on such-and-such a topic. I certainly would have liked to have had it when we were studying that." Besides not knowing where to find the material, when we want it, often we are not familiar enough with a story to discuss it freely with the child without the fear that he will be able to detect one's ignorance.

Newspapers and current magazines—such as the National Geographic, Asia, and Travel—in the elementary school library keeps the child posted on modern history and geography, in which he should be vitally interested. Lindbergh and Admiral Byrd have thousands of admirers in the elementary school room who devour every scrap of news of their activities. Mussolini and Mahatma Gandhi also claim their share of the limelight. Why should we wait years for the child to learn this year's history? Let it unfold itself to him as a part of his own life.

SOME WAYS BY WHICH THE ELEMENTARY SCHOOL MAY HELP THE CHILD TO DEVELOP A SOUND BODY AND NORMAL MENTAL ATTITUDES

(DR. CHAS. O'H. LAUGHINGHOUSE, *Secretary of the State Board of Health*, Raleigh, N. C.)

Henry Ford says "History is bunk." Be that as it may, one cannot intelligently discuss the subject in hand, until there is presented a picture of it as it was, as it is and as it should be. The fact that my time limit is but ten minutes, forces the presentation of a caricature in lieu of the complete picture.

The induction of soldiers into the army of the United States for the World War revealed the fact that two-thirds of the man-power of this country eligible to the draft was below normal, and more than one-third failed to meet the requirements of a nation desperately in need of an army.

Today there are more than forty percent of the elementary school population repeating grades. Preventable disease is still taking toll of childhood. Pellagra, rickets and other evidences of malnutrition are on the increase. Eyes, noses, teeth, throats, ears, vital organs and limbs are showing glaring imperfections at every turn. Youth without regard to sex is crowding prisons, reformatories and asylums to such an extent that the governor has recently appointed a commission to present plans which will enable a state to more adequately and economically meet its responsibility to the criminal class, and yet eighty percent of the babies born are perfect at birth!

Why eighty percent perfection in the beginning of life, and eighty percent imperfection in the morning of adolescence? Can we lay it at the door of elementary education? To the indifference of the people to the prevention of disease, or is it due to the fact that such a condition is inevitable? A study of conditions in other countries disproves the inevitableness of the thing—so much so that I have the temerity to assert that if this country is to improve its citizenship, the improvement will come through the disciples of public health and elementary education.

These forces must hitch their wagons to a star, and they must hitch themselves together. They must put their standards high. They must strive to bring about a conviction in the minds and hearts of men that the health of the child is the strength of the Nation; that health is a purchasable thing; and being purchasable, people must determine that there shall be no child in this country which has not been born under proper conditions that does not live in hygienic surroundings that ever suffers from under-nourishment, that does not have proper medical attention and inspection during the pre-school period, that does not receive primary instruction in hygiene and good health, that has not the complete birthright of a sound mind and a sound body. No less a goal than this should inspire our aspirations to attain.

Through new sources of power, increased and more widely diffused wealth and opportunity, the child of today comes into an environment

entirely different from its forebears. Through instruments which science and invention have placed into our hands, a new world has been created. A world calling for a tremendous adjustment on the part of the youth and on the part of education—a world moving at a vastly accelerated pace and throwing additional strain upon the mind and body of youth. Today's child has greater scope for choice. The drama of its life is acted on a wider and more complicated stage. It is essential, therefore, that the child should have a more rugged physique and a surer mental balance than was required of his forebears in a less complex world.

The obligation is upon us to rear a new child more nearly equipped to direct this new world force and instruments of power—a child capable of mastering rather than being mastered by the new environment of machinery and discovery. The obligation is also upon us to lead in the building of a racial defense. The task is well worth while and deserving of the widest and most accurate knowledge. It is worth any price that science and money can furnish. The remedy, therefore, at hand is for public health and elementary education to perfect a social machinery which will look steadfastly and steadily ahead to a clean-cut program, perfected for the purpose of obtaining a clearly visioned knowledge.

As gruesome as it would seem, I believe it wise to build this program on one thought—that thought being SELFISHNESS. Through the open door of selfishness, we should undertake to put a financial rather than a sentimental yardstick in the minds of the public, because nothing appeals so much to the average man as does personal pride, self-interest and personal gain.

We have come to know that a baby is worth to the State $10,000 when it is born. At least, this is the amount which would have to earn six percent interest to bring the child up to eighteen years of age, at which time the child is supposed to be self-supporting and more or less productive. There were eighty-two thousand babies born in this State last year. In other words, there came from the loins and wombs of the human family $820,000,000 worth of human live-stock, which the State, in order to protect itself and prosper, must develop into productive human beings, sufficiently well adjusted not to become monkey-wrenches in the wheels of society.

We must get this thought grounded into the minds of the people of the State and we must make them see that the scientific care of infants and pre-school children is a good investment; that such care will develop handsomer and finer sons and daughters; that health habits are conducive to economy and thrift; that clean living and high thinking save money; that there is truth in the expression of that good and Godly priest, who said, "Give me a child until he is four years old, and I will give you a Catholic all the days of its life"; that through the philosophy of this Reverend Father, parents must come to know and understand that the child should be cared for scientifically from the moment it changes its place from its mother's womb to its mother's arms. Yea, we must go even further, and teach both maternity and paternity to plan domestic life in accordance with the laws laid down in the hygiene of pregnancy,

infancy, and pre-school children. We need to teach that intensive and scientific cultivation of the child from conception on through to adolesence, like the planting and cultivation of crops in intensive farming, is the cheapest plan of handling the child crop. We should teach that "children cannot live by bread alone," that milk, green vegetables, eggs, red meats, fish and fowl are cheaper and better than drugs; that sunshine and fresh air are more strengthening than physic; that tonics which build tissues come from the kitchen and not from the pharmacy —from pots, pans, cups, baskets and plates, and not from bottles and pill boxes; that the products of the dairy, the henery, stock-yards and garden, converted into food-stuffs for the pantry, properly prepared in the kitchen and served as a balanced ration to all the children of all the people, both in the dining room and the school cafeteria, will bring prosperity and peace in greater abundance and more immediately than will all the efforts of farm relief and tariff reform put forth by all the senators in the United States.

If the child would have a sound body and a healthy mental attitude, it must be protected during fetal life and infancy from under-nourishment. Its pre-school and school days must be sustained by an adequate and a balanced ration. Give the baby's belly proper material out of which to make blood for its brain; give the pre-school child the timber with which to build bone and brawn; give it milk for might, eggs for earnestness, meat for motion, peas for power, vegetables for vitamines, fruit for fairness, berries for beauty, and grub—good grub, grub in abundance— for Godliness, grace and growth.

Twenty-five percent of the school population in North Carolina is suffering from malnutrition, most of which began in infancy. Forty to fifty percent have postural defects. Dental defects occur from sixty to seventy percent; refractive errors are common; infected tonsils and adenoids exist in twenty per cent of the school population. Orthopedic defects of one kind and another are constant. Heretofore we have waited until the child comes to school to find these defects and up to this good hour we have not given ourselves, with a sufficient emphasis, to correcting them. Why not make a change in this regard? Why not get every defect corrected long before the child comes to school? Why not keep in mind the adage, "As the twig is bent, the tree is inclined."

There were 4,337 cases of diphtheria in North Carolina last year, with 345 deaths. Nearly eighty percent of the deaths came in children under six years of age. Why wait until a child comes to school to immunize against diphtheria? No child should begin its second year without having been immunized against the disease. There were 589 cases of smallpox in North Carolina last year. Why not vaccinate before the child comes to school? We should no longer remain heedless of the teachings of past experience. On the contrary we should join hands in making the people see the statement that every child born in North Carolina is worth $10,000 to the State. We should invoke the aid of preachers, civic clubs, politicians, parent-teacher associations in the effort to teach people that proper food and proper professional care of ma-

ternity, infancy and early childhood is the foundation for prosperity, happiness and citizenship.

A PROJECT IN MENTAL HYGIENE

(BERTA COLTRANE, *Instructor Teacher Training Class,* The Whiteville Public Schools, Whiteville, N. C.)

The experiment in mental hygiene was an effort to meet the health needs of a class of young girls whose chronological ages ranged from seventeen to twenty-three years.

After the doctor had given the student teachers careful physical examinations stressing the care of the vital systems of the body, and after the student teachers had made their own individual schedules for taking proper rest, food and exercise, we found that there was a greater need for social adjustment than there was for further drill on physical health habits. A class could never have been made up of individuals so different in ability and experience. The only way to unify the health needs of the class was to study the individual, social, physical and emotional needs of the pupils—to take the new view of health, a study of the "body-mind."

This project may appear faulty in technical procedure to real students of psychology, but the outcomes show that the students have a better relationship to teaching, and reveal pupils with better mind sets and mental attitudes.

Because one of the greatest factors in a child's school life is his teacher, the unit study in mental hygiene began with the students' plan to do research on their own vital emotional problems. In the first lesson students asked for help on such problems as these: "How can I avoid becoming depressed over trifles?" "Is my fear of diseases normal?" "How can I become a more agreeable member of my family?" "How can I become a more agreeable member of my class," etc. After these personal problems were listed and explained there was much study, good reasoning, and inquiry. The interests of life outside the walls of our department were brought in. Many books on the newer phases of psychology were used from extension libraries over the state. The county health physician, the school nurse, the home demonstration agent, the school superintendent, and principal joined the class in some of their discussions.

I should like to give a few quotations from the papers of the student teachers at the close of their course: (1) "I can see that it is unnatural not be able to leave one's home for study of productive work. I understand 'parent fixations.'" (2) "Explanations of the causes of abnormal fear of diseases has helped me to become more free of such fears." (3) "I understand something of the elementary emotions—fear, anger, and love. In reading and hearing of their stimuli and responses I can be a better teacher." (4) "I can understand my parents better." (5) "I

can understand that a child's life is a reflection of his home life and school life." (6) "I am making every effort against outbursts of temper; my mother and family have noticed a change in me; I am pleasanter to live with." (7) "I can see the importance of personal cleanliness in a happy life." (8) "I have substituted hard work instead of depression and worry over not receiving a teacher's writing certificate." (This student later received her Zaner certificate.)

These helps, and others too personal for enumeration here, came to the student teachers from open discussion and truthful confession of their conflicts.

It was during the discussions of their own problems and by attempts to rid themselves of unfortunate mental attitudes that the student teachers were convinced that the golden age for the application of principles in mental hygiene is in *childhood.* Their interest in this point made them eager to find proofs of this in their contacts with the elementary school. Guided by the principles suggested in the new book on "Character in Education," by Germane and Germane, and outlines from the State Department of Public Instruction together with the help of the interested elementary principal—attempts were made in the upper grades to strengthen home room organizations by conducting open discussions of behavior needs with the pupils. Such questions as these were worked out in children's discussion: "What can we do to make our room a better place in which to live and work?" "How can we make our home happier?"

The regular teachers assisted in this work and reported better home room conditions. At the height of their enthusiasm to understand the individual pupil and his needs, the students asked to do their practice work in English in a retarded fifth grade. The pupils in this grade were near the age of the student teachers. It was the problem grade of the school. When they took over the work it was near the Christmas season; several units of work were suggested in the class and groups selected their own preference. These groups worked in all parts of the building in the most orderly way. They prepared a beautiful program—a spirited dramatization of the Russian story, "Where Love Is, There God Is Also," a pageant of the Bible story of the birth of Christ, Christmas carols, poems and stories. This was one of our best examples of the value of open discussion and building up of good behavior through *practice* in right conduct.

All along with their practice work, student teachers kept up their reading and were privileged to observe a remarkable teacher of very retarded children—ages seven to thirteen. The clearness of reports showed that the students were grasping the school situations and home circumstances which make or mar the child in his physical, social, or mental developments. During the last six weeks of our project, we taught nineteen children who will be of school age next fall. This unit offered the best opportunity for learning about correct attitudes and mind sets—the lack of which causes the pre-school child to fail. In order to understand and teach these six-year-olds, the student teachers made a survey of child development from pre-natal life through the

sixth year. Many books on mothercraft and parenthood were read and studied. The North Carolina State Department of Health sent us all of their available material on infant and child care; from this material we had scientific facts on maternal care and the normal characteristics and care of children throughout the first six years. Illustrated booklets were made; pictures of fathers and mothers and their children in home relationships were used to illustrate principles and facts learned. Before the opening of the beginners school, the student teachers visited all the homes of the children; and, in order to furnish the basis for desirable mental attitudes, they decided to center all the work around this theme: "A Happy Family." A very flexible programme consisting of stories, songs, games, handwork, and initial reading experience was planned.

The student in charge of reading guided the children in writing unit stories about each member of the happy family—father, mother, brother, sister and baby. In directing their work, besides showing how each member of the family contributes to the happiness of the group, those proper standards for physical, mental and social help were developed.

The children in one group wrote and read such units as these:

My mother gives me apples to eat.
My mother gives me oranges to eat.
My mother gives me vegetables to eat.
My mother gives me milk to drink.
My mother gives me clean clothes to wear.
My mother helps me to take all-over baths.
My mother wants me to play outdoors.
My mother keeps me healthy all the time.

The student teacher who was in charge of hand work directed the children in making all the members of a happy rag doll family. At the daily lunch period the children often played at different tables that they were a polite, happy family group. At the story hour original stories were told about happy family experiences which set standards for mental, emotional and social health. For example, the theme of one story was a suggestion about how to meet disappointments bravely.

In order to prevent unfortunate mental attitudes and habits, the children worked in several different groups. Those who were not ready to read worked out lovely dramatizations of a happy squirrel family. On the whole these young pupils were *contented* for they were placed in groups where they had the ability to do the work. This is as great a determiner of happiness in a child's life as in an adult's adjustment to his life work.

"The Happy Family" proved to be a theme that made the transition from home life to school life easy and interesting. Besides furnishing an opportunity for practicing desirable habits in nutrition, rest, cleanliness, and exercise, it helped students to understand the mental and emotional needs of children. A record was made of the behavior of each child. Here I should like to list a few changes in mental attitudes that we had the pleasure of seeing. Very timid children came to enjoy group work and group play. Those children who lacked politeness became quite con-

cerned about table niceties, about waiting their turn at lunch, in conversation, in using materials. Each child's interests were provided for; there was not a child who failed to talk or read for the class or for visitors. When the school physician came the children were prepared, through their own stories and plays of being doctor and nurse, for physical examination. Only one child ever showed the least fear or self-consciousness. All the children felt free to discuss their physical needs.

This project in health or mental hygiene which covered a period of three months study freed the adult teachers of unfortunate mental attitudes, created a better school and home relationship and prevented fears and unnecessary repression in the pre-school children. Not a single child or teacher failed to receive directly or indirectly training for parenthood or guidance in their individual work or social adjustments.

CHARACTER EDUCATION IN THE SHELBY ELEMENTARY SCHOOLS

(B. L. SMITH, *City Superintendent*, The Shelby Public Schools, Shelby, N. C.)

At the outset I hasten to say that the Shelby schools have not "arrived" in the field of Character Education. Furthermore, whatever contribution has been made to the teaching of the subject has been one of attitude and emphasis rather than of kind. We have the feeling that the committee of the Superintendence Department of the National Education Association was correct when it said, "Character training is the public school's greatest and most difficult accomplishment." We believe that the Development of Ethical Character is the most important of the Cardinal Objectives of Education.

How Learned: It is our judgment that character education is subject to the same laws of learning that apply to all other studies. *Our task is to create sufficient interest in correct concepts for childhood to accept them as desirable goals and to afford and secure sufficient practice with satisfying results for correct habits to be formed.* We believe that the school should start this work in the elementary grades, because failure in the grades will mean failure in the high school, in college, and in life; success in the elementary grades will mean success in high school, in college, and in life.

Our chief difficulties lie in the fact that we do not know, for certain, exactly what traits are more important in developing good citizenship; what use and body of materials will transmit these traits; how we may test for results; and how we may overcome adverse influences that undo the work of the school.

Solution Through Regular Channels: For the present at least it seems fairly certain that such solution of the subject as may be found must be found through the regular personnel, the regular work, the regular activities, and the regular routine of the school.

Shelby Plans: Early in the year we devoted an entire teacher's meeting to Character Education and a number of teachers discussed the influences and possibilities of certain phases of school work; e.g., the teacher, regular work, the assembly, Junior Red Cross, Boy Scouts, Girl Scouts, music, play and athletics, codes of morals, etc. As an outcome, the following six objectives were set up:

1. Teacher's Influence: The teacher should bear in mind that her life is an open book—that her every act and attitude are known and emulated by her pupils. With that consciousness, she should strive to be worthy of emulation.
2. School Work and Procedure: All school work and procedure should be done in a manner conducive to the development of good character. Discipline should be just and certain; to correct and obviate misconduct. Lessons should inculcate exactness and thoroughness. A thousand situations of right should stand out in favorable perspective.
3. Courtesy Week: A week for special emphasis on Courtesy and Character, or Manners and Morals should be set apart.
4. Assembly: Assembly periods should be utilized for developing attitudes of honor, reverence, dependability, world view-point, courtesy, etc. They may be made the most profitable periods for the development of good citizenship.
5. Scouts and Red Cross: Teachers should acquaint themselves with the program of such character-forming organizations as the Junior Red Cross, the Boy Scouts of America and the Girl Scouts of America. They should assist personally in these activities as much as possible and should use their influence in securing leadership for such organizations.
6. Music, Etc.: Music, art, literature, athletics, and nature study should be utilized especially for developing the finer sensibilities. We undertook to put into practice the objectives set up.

Child Personality and Teacher Responsibility: The teachers were constantly reminded of the importance of the personality of childhood and of their responsibility to it. An effort was made to convince teachers that they can not teach what they do not know; that they can not teach what they are not. They attempted to bring to bear upon that task what Dr. Palmer calls an aptitude for vicariousness. For the purpose of developing a sympathetic understanding for every individual, his home was visited, his interests studied, and his possibilities contemplated. On an average sixty homes were visited for professional reasons by every teacher in Shelby during the past year. The lives of such great teachers as Dr. Arnold of Rugby, Mary Lyon of Mt. Holyoke, Alice Freeman Palmer of Wellesley, and Sanderson of Oundale were studied to get a point of view.

School Work and Procedure: In as much as the regular school work constitutes the major portion of school time, it must be looked to for the largest contribution to character development. We undertook to make every phase of the activity and procedure render a citizenship account of

itself. We believe with President Hoover, who said when speaking at a Boy Scout program recently, that there must be added to the three R's an additional R, namely, *responsibility*. To that end we have undertaken to get each child to assume the largest possible personal responsibility for his learning and conduct. The child must be taught to check himself on writing, spelling, reading, arithmetic, health rules, and on citizenship rules.

We undertook to obviate the moral turpitude and intellectual depravity inherent in every uninteresting lesson. Believing that nothing succeeds like success and nothing fails like failure, we tried to assign something to each child in which he could succeed. Especial emphasis was placed upon supervised study. Pupils were taught how to use materials and the proper method of study. In the light of Dr. Lyman's investigation we gave careful surveillance to all examinations to prevent cheating. We attempted to be more liberal with praise than with censure, because we believe that satisfaction more often wins than annoyance. A good deal was made of the return of lost articles—the finder received the private and public commendation of the teacher or principal and the thanks of the owner. The traits of good conduct found in the lives of men and women studied were pointed out. An attempt was made to obviate all acts of misconduct and a hundred relationships and situations were utilized for inculcating good conduct and establishing right principles. Moreover, discrepancies of good citizenship met with certain and disagreeable and understood disapproval.

Courtesy and Character Week: The special week of emphasis on Courtesy and Character had the following outline:

Monday—On the Way to and from School.
(Illustration: Helping small children and cripples across the street.)

Tuesday—On the School Grounds.
(Illustration: Directing strangers to their destination.)

Wednesday—In the School Building.
(Illustration: Caring for public property.)

Thursday—In the Home.
(Illustration: Honoring parents.)

Friday—Miscellaneous.
(Respect for the Flag.)

Opening exercises consisting of songs, scripture reading, poems, stories, dramatizations, etc., suitable to the topics under consideration were held. Posters were made and exhibited in the rooms, corridors, and assembly halls. Acts of conduct were matters of special attention. Wherever practical the regular work was related to the presentation of character materials. Mottoes, slogans, memory gems, and the like were put on the board or attractively posted.

Assembly: Because of the character and possibilities of the assembly period it is perhaps the most profitable period of the day for the development of good citizenship. A wide variety of programs made for interest and enthusiasm served to widen the interest of the pupils, to

improve tastes, to unify and develop school loyalty and morale and to crystalize public opinion. It was, moreover, an opportunity for participation. Skill and workmanship in manifold fields were demonstrated and exhibited. Further, the period afforded a suitable setting for public announcements of services to be performed and deeds done. It afforded an opportunity for recognition and commendation of worthy attainment in scholarship and conduct. It was a time for the expression of thanks for services rendered the school by local citizens, teachers, and pupils.

Junior Red Cross and Scouts: Teachers acquainted themselves with the character-developing programs of the Junior Red Cross, the Boy Scouts, and the Girl Scouts. Local units of these organizations were formed. Most valuable lessons in the principles of good conduct and in the right relationship of mankind were discovered. Practicing the *daily good turn* and rendering *services* were most beneficial experiences. Communication with children in other sections of the country and in other nations was broadening in its citizenship responsibility aspects. Under effective leadership these organizations are tremendous forces in their character-training possibilities.

Music, etc., Contribute: Through means of toy orchestra, music appreciation programs—including the Damrosch radio broadcast—choruses, and orchestras a fine skill in rendition and appreciation of good music was developed. A systematic study of masterpieces in art with an exhibit of fine reprints, served to develop understanding and liking for the best in painting. An effort was made to develop a sense of beauty and give pleasure in the best selections of literature. Athletic teams, cheer leaders, and rooters were instructed in the principles of good sportsmanship in connection with contests. Plants and cut flowers were kept in the rooms and many excursions were taken into the fields and woods in the hope that a love of nature might be awakened.

Coördinating the Home and School: The work of the school and the home must be coördinated to make character-training successful. The preschool years, the eighteen hours a day away from school, the one hundred eighty-five days a year not in school, and the years following the cessation of school work must all be such as not to make childhood impervious to character-forming influences and to undo the work done in the school room. Rather the home must create a fertile soil for good seed and it must give careful cultivation to the traits implanted by the school forces.

We have undertaken to give the parents of Shelby the feeling that the schools are theirs and that the teachers are in them to assist the parents in doing their work. Allow me to mention briefly only three of many things in which the schools and the homes coöperated. During American Education Week, every teacher in the system was entertained in the home of some patron at the Tuesday evening meal. Another day every patron who could be induced to do so paid a visit to the school. During the Live-at-Home campaign the school and home studied the problems together and coöperated in promoting the production and consumption of home-grown products. A Coöperative May Day Pageant-Parade was staged by parents, teachers, and pupils, setting forth the work and activities of the schools

and portraying the needs of them. It was reviewed by the school board, the mayor and town board, heads of parent-teacher associations, heads of civic organizations, pastors of churches, the editor of the local paper, and by several thousand citizens.

It is hard to forecast the effects of what has been done. Sometime we shall no doubt be better able to measure the efforts of character education. But in the face of the uncertainty we are pleased with the indications of improved attitudes and ways of doing things. We confidently believe it was worth the effort.

SUMMARY

(JUANITA MCDOUGALD, *Supervisor Teacher Training Department in Secondary Schools*, State Department of Public Instruction, Raleigh, N. C.)

Those of you who have attended all of the meetings have, I know, been impressed by the fine contributions made by the speakers appearing on the program. The wealth of ideas tempts me to a revision of one of Robert Louis Stevenson's poems that would read like this:

> The program is so full of a number of things
> I'm sure we should all be as happy as kings.

It is impossible to speak of this afternoon's session apart from those preceding and I should like for us to think together of the total meaning of our conference. In a new way we are trying to answer these questions: Where are we going in the elementary school? How are we going there? As to our objectives I have heard only agreeing voices. Each speaker has declared that the objectives forming the core of these talks either should be our goals or are the actual attainments. There is agreement, too, that achievement toward one objective means achievement along other lines. This is as it should be, because the purposes of life are so integrated and because the human organism reacts as a whole.

How we are to achieve these objectives remains a somewhat mooted question. Drs. Trabue and Cook, Miss English and Miss Bostian have stated the general principle—practicing desired skills, habits, and attitudes in real situations with satisfaction. They have hinted that there is danger in setting up these as fixed, emphasizing the recognition of individual interests and capacities; but they have thrown out the challenge that this be attempted by classroom teachers. Dr. Proctor reënforced their position but raised the very significant question in connection with the real meaning of worthwhileness—the necessity for critical thinking which reëvaluates group adjustments as opposed to the faulty critical thinking that would accept solutions practiced by groups at other times and places as necessarily right or wrong.

Nevertheless, the program here has as its first high spot more concrete descriptions of how teachers are attempting to realize the objectives that have commonly been heard on similar occasions.

The second significant aspect is the very evident purpose to bring the child in closer touch with life itself. Closely allied is the idea of a bal-

anced educational diet. A third important item has been the emphasis upon child growth as manifested in the child himself and not as compared with that of someone else. Testing procedures as formerly discussed have been conspicuous for their absence. Finally, there are evidences that we are actually getting hold of parents and enlisting their interest and coöperation in educating their young. We have heard of letters that explain why the school is following certain policies,—of visits made by parents to the classrooms themselves.

Briefly, let us review those contributions which appear to offer most definite suggestions for improving ways and means. Mr. Pittman described county-wide procedures connected with Live-at-Home, a program which measured by sound criteria has all the possibilities of being one of the most vital, concrete units of instruction it has beeen the good fortune of school children to enjoy not only in this period of financial stress but also during more prosperous times. Through it has come to homes, schools, and communities of Edgecombe and Halifax counties steps towards better understandings, more definite purposes and practices based on recognized needs in health, amusement, thrift, industry. Miss Wood discusssed the need and method for acquainting children with the work of the world in general but with community industries and occupations in particular, stressing their potentialities and those of individual children with regard to functioning in those fields. Miss Calvert and Miss Fowler presented accounts of such teaching in art, music and painting—that showed real evidences of growth in all of the objectives.

"Work, citizenship, and play are conditioned by the functioning of the body and the mind." Work and play—these are the whole of life activities; citizenship—our manner of conducting these with regard to the welfare of ourselves and others. Dr. Laughinghouse sketched the major need of the school child—physical well-being. Fired by his description of the true health status of North Carolina you must have felt a definite impulse to do battle that each child might have the opportunity to meet life free from physical handicaps manned by "good grub and more grub." Miss Coltrane's practical application of the direct method for helping student teachers correct undesirable mental reactions and fixations and of the later use of the indirect method in dealing with beginners by guiding them in a positive program of full living based on definitely recognized social needs should spur you on in an endeavor to free children from mental handicaps in the shape of inferiority complexes or conduct responses characteristic of a lower-age level than is desirable, or any other emotional reaction which may interfere with proper social relationships and sound thinking and feeling.

I have said that testing was conspicuous for its absence. That was because I referred to the old interpretation of the word. The members of this group are to be congratulated on the number of individual case studies used by way of illustration,—the child's status at the beginning of a certain period, the experiencing of certain activities, and the outcomes as expressed in actual behavior. Not troubled by doubts as to the curricular value of Magellan's trip around the world, Miss John allowed us to sense vicariously the joy of the youngsters who reveled in accounts of fifteenth

century mysteries, wonders, and tragedies that are tucked away in well-chosen libraries. Pleasure and inspiration—these the criterions! Yes, these! But their realization is rooted deep in the vitals of abundant information and the skilled methods of finding this wealth—so said Miss Terry, so echoed Mr. Proctor, so re-echoed Mr. Smith as he detailed his day-by-day duty-by-duty, high-standard-routine performance plan for building character, the key to personality.

Truly are we coming to see with Walt Whitman the child who

" * * * * went forth every day
And the first object he looked upon, that he became,
And that object became part of him for the day, or a certain part of the day.
Or for many years, or stretching cycles of years.
The early lilac became part of this child, and grass, and white and red morning glories, and white and red clover, and the song of the Phoebe-bird,
And all the changes of city and country, wherever he went,
The family usages, the language, the company, the furniture, the yearning and swelling hears,
Affection that will not be ganisay'd the sense of what is real, the thought if after all it should prove unreal.
The doubts of daytime, and the doubts of night time, the curious whether and how,
Whether that which appears so is so, or is it all flashes and specks?

Men and women crowding in the streets—what are they?
The streets themselves, and the façades of houses, and goods in the windows,
Vehicles, teams, the heavy-planked wharves, the huge crossing at the ferries,
The village in the highland seen from afar at sunset, the river between,
Shadows, aureola and mist, the light falling on roofs and gables of white or brown two miles off,
The schooner near by sleepily dropping down the tide, the little boat slack-tow'd astern,
The hurrying, tumbling waves, quick-broken crests, slapping,
These became part of that child who went forth every day and who now goes, and who will go for every day."

CONFERENCE DINNER

NOTES

Mr. Robert Burton House presided as toastmaster at the dinner. In addition to calling upon President Frank Graham, who was the principal speaker at the banquet, Mr. House called upon the following gentlemen for a few brief remarks: Superintendent E. J. Coltrane, President of the North Carolina Education Association; Dr. A. T. Allen, Superintendent of Public Instruction; President Emeritus William Louis Poteat of Wake Forest College; and Dr. M. C. S. Noble, Dean of the School of Education of the University of North Carolina. All of these gentlemen responded to Mr. House's invitation. Mr. House's opening remarks and a synopsis of the address of President Graham are herewith presented.

OPENING REMARKS

(Robert Burton House, *Executive Secretary*, University of North Carolina, Chapel Hill, N. C.)

We are all delighted with this happy occasion, and Mr. Walker has already expressed to the conference our pleasure at the University in having you here. It is a source of great satisfaction to all of us to see how from year to year these conferences have grown in attendance, in interest, and in the quality of the program for discussion. You noticed as we waited for seats to be prepared that this dinner had outgrown our conservative expectation so that we had to wait to prepare more places than we had thought at first necessary. I should like to take this instance as a sort of symbol of what is happening all over North Carolina in education today. We have in our minds the idea of depression, and of conservation. It was expected that the summer school here, for instance, would be small, but when the time for summer school came we found that we had a record-breaking attendance. The same thing will prove true of the second session of the summer school, and I believe that it will prove true of all colleges and schools this fall. Education is such a fundamental and live business that we can not be conservative in our expectations regarding it. As you may see from the program we are to make way this evening for one principal speaker, but, before enjoying this address, we have certain friends and distinguished guests here whom we wish to recognize for a few moments.

I shall not try to introduce President Graham to this audience except to say that he comes from a family that is identified with the highest purposes of education. I venture to say that when ignorance, stupidity and sloth, those great enemies of education, first appeared on this globe pretty soon there came over the hill some member of the Graham tribe to engage them in combat that never ceases. Frank Graham is known personally to every member of this company, and he knows and calls by the first name, perhaps, every person here—a sort of illustration of that personal interest and personal touch which show North Carolina at its best.

THE NEED FOR EDUCATIONAL PROGRESS

(FRANK PORTER GRAHAM, *President of the University of North Carolina,* Chapel Hill, N. C.)

(Synopsis): Mr. Graham spoke directly to the issue raised by the present cumulative movement for retrenchment and retreat in public education. He emphasized that the present stringent times call for necessary adjustments; that efficiency and economy must be demanded at all times. He said that the list of bank failures and the number of unemployed make the depression vivid and tragic; but we should be on our guard that in this time of great fear we do not wastefully tear down what has been slowly building for a score of years.

He pointed out the need for a re-analysis of the basis of our advance as a commonwealth. European observers, business men, technical experts, and commission studies all agree that America's economic well-being and prosperity are imbedded in our natural resources, business organizations, inventions, and universal education. To be disregardful of any one of these sources of power is not the way out of a depression. Rather we must conserve and utilize more of our natural resources, organize more efficiently our business enterprises, invent more labor-saving devices, and have more and better public schools. A people who would beat a retreat in public education would return to that false economy which John Owen said in 1830 kept our state in ignorance and our people in poverty.

The schools cost more, he said, as Superintendent Allen, President Coltrane, Secretary Warren, and Dr. Noble, Jr., have pointed out, because there are more children in school, more school days, better and more wholesome buildings, better trained teachers, and less value in the dollar. We must, as business men administering public property, demonstrate to the people that North Carolina cannot afford economically to retreat in either the democracy or the excellence of our education. Open to all and second to none! The children of North Carolina must have nothing less and the people of North Carolina will stand for nothing less.

Mr. Graham then gave vivid examples of the value of education to the economic, social, intellectual life of a people. The way up from depression to prosperity, from poverty to power is through the school house door. If we fall back in education then we shall fall back all along the line. Farm, factory, library, dynamo, schools and churches, all go forward together. Surely the schools will not beat a retreat in these times when there is the greatest need for our people to encourage a nobler commonwealth.

The hopes of the people are forward all along the line. In fighting against the old Toryism which with our Shibboleths would strike down the schools we are fighting for an equal chance for every boy and girl in North Carolina.

FOURTH SESSION

ADMINISTRATIVE PROBLEMS IN ELEMENTARY EDUCATION

WAYS FOR IMPROVING ATTENDANCE IN THE PUBLIC ELEMENTARY SCHOOLS

(Kate Gosnold, *Principal*, The West School, The Hickory Public Schools, Hickory, N. C.)

School attendance has been a problem since the first school was established in America. Turning back the pages in the history of our education to the first half of the 19th century we find no compulsory school law. Schools were not in reach of all the children and the children were not required to attend. In fact parents did not believe the State had the right to say whether their children should attend school. In 1852 Massachussets passed the first compulsory school law in the United States. This law compelled all communities to provide schools and compelled pupils to attend. Other states followed this act of Massachusetts in rapid succession. This plan was interrupted by the Civil War and reconstruction period in the South and it was only recently that the last southern state adopted compulsory education.

The compulsory school laws though far from perfect have had good results. Probably the most important thing they have done has been to instill in the hearts of the American people that every girl and boy whether rich or poor has the right to a free education and that the fathers and mothers have no right to deprive their children of anything that makes for better living.

Coming down to present-day conditions, inasmuch as communities are compelled to provide schools and pupils are forced to take advantage of them, we can readily see that a school will be more successful if all the pupils attend regularly. When our schools are in operation, with every worker filling his or her place every day, the class work is more efficient. In a project or group lesson of any sort an absent pupil makes a gap in the work. The group loses what the absent one would have contributed and the absent pupil loses the advantage of the group work and group atmosphere as well as his own contribution to the project. The teacher has her plan upset to the extent that she has to provide for the work left out. She also has to arrange to make up the work for the pupil at another hour. Besides being a disadvantage to the class, pupil, and teacher when one is absent we find it to be a loss financially not only to the pupil, parent, and state, but to the school in which the pupil is enrolled.

Under the present method of apportioning money for the teacher's salaries to the schools on the basis of the average daily attendance of the pupils it costs the special school of which a pupil is a member approximately twice as much when he is absent as when he is present. In view

of this fact and the common agreement of all that our schools must operate on a business basis it is only a matter of good business to strive for a high attendance record. Regular attendance is good business from both the economic and educational standpoints.

In North Carolina the per capita cost of operation for the white elementary schools is approximately forty-five dollars. If because of poor attendance a pupil is forced to repeat a grade it doubles this cost to the special school of which the irregular pupil is a member, and if he is enrolled in a special charter school the special charter district is simply out the entire per capita cost on this pupil.

We have the problem before us. How shall we go about effecting as near one hundred percent attendance as possible in our schools? Probably the first place to begin would be in the school room. The work there must appeal to and interest our boys and girls if they realize the greatest benefit. This is more or less difficult because of the individual differences to be confronted in the classes we teach. The child must have an aim of his own and if he keeps it before him the tasks he performs for its accomplishment will not be mere tasks but a means to an end. The more determined to reach his goal the harder he will work and the more willing he will be to undergo hardships or do things that would otherwise seem unpleasant. It is our obligation to keep the goal uppermost in his mind and to make his work as pleasant as possible if we expect him to be in school doing his work.

Another incentive to good attendance would be to have attractive buildings and grounds. In the old days little was done in the schools that would appeal to the aesthetic nature. This was due to lack of finances, lack of interest and not realizing its importance. Today our homes are appropriately furnished and filled with pictures, hangings, and music, all of which tend to satisfy our longings for the beautiful. Our lawns are well-kept, shade trees planted, flowers and shrubbery placed where they will add most to the beauty of the place. We have these things in our homes and should have them in our schools. The boys and girls will take pride in the school when there is something of which to be proud. They learn to appreciate masterpieces of art and music and to enjoy the school grounds where trees and shrubbery have been planted. They also find the playground and equipment a very interesting factor in their school life. They will perform any number of apparently uninteresting tasks in order that they may play baseball or basketball. In my opinion there is no one single factor that will do more to keep up attendance than to have a well-equipped playground and well-organized play directed by one trained for the work.

A teacher's personal appearance may have a great deal to do with school attendance. It would be difficult to teach neatness or cleanliness if a teacher is untidy, or to appeal to the aesthetic sense if she does not dress appropriately.

We may also be able to arouse interest in attendance by talking to new pupils and their parents. The child may or may not be interested in being at school every day. If he is not his parents should realize the importance of attending regularly and use whatever influence is necessary

to that end. In the Hickory schools the principal's first act when receiving a new pupil is to have a conference with the pupil and parent on attendance, and this has proved of great value.

In Hickory, during the last school year, the schools had an attendance contest with the high school and three grammar schools competing. A radio was offered to the school having the largest percent of attendance for the year. This contest was put on for two reasons. One was to add some new equipment to the schools, and since there was not a radio in the school system all the schools had an equal interest in winning it. Another reason for the contest and the most important was to stimulate interest in school attendance, and the educational and financial results of good attendance.

In keeping tab on the contest the record of all absent pupils was accurately kept. A list of those absent was sent to the office every morning. There they were checked over and whenever possible the school phone was used to get in touch with the parent. If the parent knew nothing of the child being absent, as was the case in one or two instances, it was necessary to call in the attendance officer to help locate and bring in the truant. In case a child was sick or if the home could not be reached by phone the school nurse was sent to investigate and render whatever services were needed. Upon returning to school, after being absent, pupils were required to report to the principal for a permit before returning to the classroom. An absentee was also required to meet his teachers at an hour they might name and make up the work he had missed when absent.

We feel that our efforts toward securing good attendance during the past school year were very successful, although we hope to attain even greater success next year. At the close of the school year three hundred and fifty-four certificates of award were presented to pupils for being neither absent nor tardy during the year. With an average attendance in the white schools of approximately one thousand four hundred we were very proud of the record of the three hundred and fifty-four. Many more were only tardy or absent from one to five times during the year.

Our percent of attendance was arrived at as follows:

1. *Total Enrollment*—The total enrollment from the opening of school until the date of this report.
2. *Number Dropped*—The number dropped from the roll during the month for which this report was made.
   (a) If a pupil is on your roll the first day of the school month, and and is present one or more days, then is absent for one or more days, and returns before the end of the school month DO NOT DROP him from the roll but count him as so many days present and absent. If a pupil is present at all during the month he must take his absence marks unless he has left town.
   (b) If a pupil should not enter the first day of school do not count him as absent before he entered. This applies to new pupils who enter during the first month they were dropped from the roll.

3. *Number Added*—The number of new pupils who enter your grade or group for the first time, or any pupils who may reënter after being dropped from the roll during any previous month.
4. *Monthly Enrollment*—Those pupils whose presence or absence marks you must take into consideration in making this report.
5. *Days Attended*—The total number of days attended by all pupils on your roll during the month.
6. *Days Absent*—The total absence marks that you must record on this report as explained under "a" of number 2 of this explanation.
7. *Times Tardy*—Total number of tardy marks made by the pupils on your roll.
8. *Average Daily Attendance*—The total days attended by all pupils on your roll for the month divided by the number of days (20) in the school month.

When the percent of attendance for the year was worked out we found the schools to rank as follows: North School won the radio but the contest created an interest in attendance in all the schools that possibly would not have existed otherwise. One hundred percent attendance for the year in any school is utopian in view of the fact that there are always a few cases where being absent is unavoidable. It is our aim, however, to create such an interest that no one will be absent unnecessarily. In doing this we are coöperating with the state in helping to enforce the compulsory school law and making every child feel the importance of attending school regularly.

AN OPPORTUNITY CLASS IN A RURAL CONSOLIDATED SCHOOL

(R. M. PEELE, *Principal*, The Conway Consolidated School, Conway, N. C.)

The experiment tried out in the Conway School, Northampton County, in an adjustment or opportunity class for primary grades, is of such a nature that it can be carried through with a similar degree of success by any school which has as many as seven elementary teachers and an uncrowded condition in the fifth, sixth and seventh grades, or has eight or more regular teachers in the elementary school.

At the close of the school year 1928-1929, a careful study of the conditions in grades one and two of the school showed that approximately one-fourth of the children registered in these grades had not adjusted themselves sufficiently to school life to grow in the manner expected. According to statistics made from surveys in other sections of the United States this percentage of retardation was not abnormally high, but it exceeded the percentage of retardations in other grades in the school. The condition, in this particular situation, was due to various causes: the irregular attendance of children from farm tenant families, physical and mental handicaps, and an over-crowded condition in the first two grades the preceding year, but largely to I Q's. It was apparent that, if placed in the same situations for 1929-'30 these children would continue to be problems to their classrooms, and in some cases where they were getting to be over-aged chronologically, would lose interest in their school life. The principal

of the school and the county supervisor made a careful analysis of the situation and there seemed to be only one remedy—to place these children in a class to themselves. This presented some difficulty, as only seven teachers were allotted to the school for elementary work, supposedly one for each grade. There was no money for an extra teacher.

The enrollment in the primary grades was expected to be very heavy, while that of the advanced grades was expected to be fairly small. A beginning was made toward solving the problem by planning for departmental work in the fifth, sixth and seventh grades under two teachers, and employing the seventh teacher for the special group of children in the primary grades. A specially trained or experienced teacher for this work could not be secured, so an effort was made to secure a teacher with normal training and an understanding and sympathy for backward or weak children. East Carolina Teachers' College was called upon for recommendations and a two-year normal graduate was employed. She had had practice school training in activity work with slow children. Her personality and her understanding of children was all that could be desired.

An explanation of the new "opportunity class room" was made at frequent intervals: at community meetings during the summer; in informal conversations with parents; and, to the community at large at the opening of the school term. This was necessary, as the experiment was new to the community and county. The reactions were such that the parents of the children placed in the class were proud of the chance their children were getting, and at no time during the year was there any evidence of the children in the school or of patrons thinking of the group as "dumb." Expressions of appreciation from parents during the year were only part of the coöperation secured.

The classroom used by this group was, because of the plan of the building, away from the other primary rooms. This fact caused the principal some worry at first, but it worked well, giving an opportunity for special freedom to the adjustment class. The separation from the other primary rooms had a psychological effect on the children, as they had the feeling that they had been promoted. This aided in their adjustment. Before the opening of the school term all desks were removed from the classroom, and, because of limited funds, tables of the type desired were built at a small wood work shop rather than bought from a manufacturer. Suitable chairs were provided by the county. A small amount of aid for activity materials was secured from the Parent-Teacher Association, and the remainder through funds raised by the school. The merchants of the village supplied box and crate lumber. Sewing materials, paint, paper and other materials were secured from sources available only to an ingenuous teacher. A victrola was secured and instruments for a rhythm orchestra were used with another primary grade. The plan adopted by the school to provide reading materials was used in this class also: Each child brought a proportional part of the money needed for basal texts—all necessary supplementary readers having already been provided. Sets of twenty books each were bought to belong to the grade and not to the pupils.

From the beginning the opportunity group felt a pride in their room and in what they were doing. During the first weeks of the year each child contributed in some way to the attractiveness of the room. Furniture was built and upholstered for reading and play corners. Centers of interest were developed. Making and reading stories of their own accomplishments became a pleasure.

The work of this room differed principally from that of the other primary rooms doing activity work in that there was more drill when drill was necessary; more attention paid to the peculiar needs of the individual child; and, more adjustment of groups when the child seemed to have worked up to a normal situation. At the first of the school year a new intelligence test was given to the entire group and a careful record of each child's reaction was made. From the results of this test and other observations, three groups were organized for work: in the formal drill work or reading these groups worked separately, but they were brought together in some activity at least once each day. Children were changed from group to group within the room as the need arose. As far as possible the family background and home surroundings of each child were studied. The family itself was not conscious that a survey was being made, and appreciated the visits on behalf of the child. The health of the child at a pre-school age as well as during the year were also factors for investigation.

As has already been stated, the classroom instruction included drill when drill was necessary. The general plan of instruction was, however, distinctly informal. From one and a half to two and a half hours were given to the "activity period" or work on larger unit interests in which all the subjects were integrated. The typical plan used was to have the children work in groups under a selected captain who directed the work, led in plans, aided in the oral language, check up at the end of the period and in forming reading "stories" for drill reading the first day and for pleasure reading on succeeding days. The captains did not, of course, control the work or make all reports, nor did a captain serve more than one day in succession. By this plan, the initiative of all the children was developed. The teacher was always ready with suggestions, but never forced herself on a group at any time. The remainder of the school day was used in work in the regular school subjects, music, art, etc.

Some of the outcomes of this experiment should be mentioned. One low section of children repeating the second grade were kept in the adjustment class with the informal teacher for three months. Such marked progress was noted by the teacher, principal, and supervisor that the group, at the end of this period, was sent to the regular second grade. This group also included two children who were repeating first grade work. They had gained such assurance of their leadership in the adjustment class that they soon became leaders in the regular grade. At the close of the year several of them were promoted to the advanced section of Grade Three.

In place of the section sent to the regular second grade, the lowest group in that grade which had not responded well to a more formal type of instruction, was placed in the opportunity room. By the end of the

year, a marked change was noted in practically every pupil. All of this group was promoted to grade three; some to the higher section. This shift in groups between the two rooms made the instruction more valuable as pupils of equal ability were kept together.

The individual children we shall designate as cases:

Case I—Was a boy who had been in school two entire years. He had not registered on any type of test or taken part in any class exercise. He had been almost blind, was using glasses unsuited to his eyes and was exceedingly timid at home, as well as at school. Special attention was given to his physical condition, eyes in particular. He first began showing interest when very simple games were provided in which he was to take the leading part. He soon developed initiative as a group leader in activity work. At the close of the year he registered 2.4 on two types of standard achievement tests.

Case II—Had a normal I. Q. home background very weak: Mother dead, father drinks heavily, home kept by young children. General physical condition very bad; had diseased tonsils and adenoids. First year in school at eight and one-half years he accomplished nothing, and was a disciplinary problem, embarrassing teacher on all demonstration days. This year was under a good, but formal teacher. In the fall of 1929-'30, he was placed in the adjustment class. At first he was self-conscious when praised, resentful when given opportunity for leadership, but lost these qualities through interest in the things he was allowed to do. He had made such an improvement in two months that visiting teachers who remembered him on demonstration days the preceding year, spoke of the great change in his evident ability at the time of the fall demonstration. At the close of the year, he was promoted to section A of the second grade with a very high score.

Case III—Was a little girl with fair home background. She had been handicapped by illness and indifference of parents in her first year of school. She soon became an outstanding child in the adjustment group, and could have been promoted to the second grade at mid-term, but she preferred remaining in the class. She was allowed to do so because of her helpfulness to the other children in "setting the pace" for certain work. She was naturally of a dependent type, and when in situations where there were many capable children she was not so inclined to do her best. She went to third grade at end of the year.

Case IV—Was a boy who had been in grade one for three years. His mother was mentally weak, and at times totally insane. He had no social inclinations, very bad eyes and was entirely disinterested. He had failed to score on any sort of intelligence or achievement tests the preceding years. Conditions were changed by work in the class; his social instincts were developed by working in groups; at the end of the year he was promoted to second grade.

Case V—Had a good mother, but father was morally unfit. Child had had a form of paralysis at sixteen months old, and had been allowed to do as he pleased because of the affliction, or had been terribly punished for insignificant things. The child, however, was not deformed. During his first year of school he was so noisy and uncontrollable, causing such

a bad disciplinary condition in an over-crowded room, that he was finally allowed to drop out. He was constantly yelling or talking in very loud tones in the classroom. He would frequently be found standing on top of his table, or if not noticed would jump from table to table. He would be very still and then suddenly would start this atypical behavior. The child, too, seemed to have no sense of language formation. It was five months before he learned to call even the teacher and principal by name. He would call them such abstract names as "girl," "lady," "woman," "she," and "man," "boy," "him." He had no understanding of the rights of other children. Under a different type of treatment during the first four months of his second year at school he learned self-control, assumed some duties, some leadership and respect for school environment. He scored fairly well on tests at mid-term, but his final ability could not be judged because his family moved away at the end of the fourth month of school.

Other types might be discussed, but the five mentioned are the most outstanding. The class had from eighteen to twenty-one children in attendance. The lowest section of the group is to be retained for at least a part of the school year 1930-'31. Administrative plans for the year call for continuing the room under the same teacher. This time, weak children from the third grade will be allowed to work in the room and children from grades one and two, other than those placed in the room at the beginning of year, will be placed there at the discretion of the principal. Some training in the manual arts will be given in a workshop that is being planned for the primary grades. This will supplement the training already secured in this work in the regular classroom. A music, dramatization and exhibit room is being planned for the elementary grades, and will intentionally be placed near the "opportunity room" for the benefit of these children. The value of this room has been so completely sold to the people of the community that they would rather lose any feature of the school life than it. The entire system was benefited this year and the results will be felt in all grades during each succeeding year.

ADMINISTRATIVE OPPORTUNITIES FOR MEN IN THE ELEMENTARY SCHOOLS OF NORTH CAROLINA

(H. T. HUNTER, *President*, Western Carolina Teachers' College, Cullowhee, N. C.)

There are those in our ranks who are doubtless of the opinion that the field of elementary education is preëmpted by women, and that the men who aspire to serve in the public school system must look elsewhere than the elementary field. To one who has, for a number of years, been devoting his energies to the training of elementary teachers, and who believes in co-education, the question as to whether there are opportunities for men in elementary education, and especially whether the field offers sufficient administrative opportunities to appeal to strong, virile young men, is a vital one. No one should care to induce young people, whether men or women, to prepare for a profession or for a life work of any sort which offers only blind alleys or restricted opportunities. Hence, this

inquiry as to the administrative opportunities for men in the elementary schools of North Carolina.

Method of Inquiry—In November, 1929, I sent a questionnaire to one hundred county superintendents and to ninety city and town superintendents in North Carolina, by which means I sought to find out the actual situation in the State as to the employment of men in the larger and more responsible positions in the elementary schools. Of the seven questions in this questionnaire, I shall concern myself in this brief paper only with the results obtained from the following four: (1) How many schools are there in your school system having from five to twelve elementary teachers? (2) Of these schools, how many have men as principals? (3) How many school are there in your school system having more than twelve elementary teachers? (4) Of these schools, how many have men as principals? You will note that these questions do not consider the point as to whether the elementary schools are connected with high schools; that is, whether we are dealing with elementary schools as such or with "union" schools. This is beyond question an important factor when it comes to selecting a principal for an elementary school. But I have, on account of rigid time limitations, deliberately eliminated, from this study, all consideration of this aspect of the elementary school problem.

Returns—I received replies from 83 of the one hundred county superintendents and from 62 of the ninety city and town superintendents to whom questionnaires were sent, or a total of one hundred and forty-five replies. Since replies were received from all the larger cities and from practically all of the most populous counties, I estimate that the one hundred and forty-five replies represent something like ninety percent of the schools of the State coming within the limits set as to the number of teachers employed. That is, these replies represent approximately ninety percent of all schools in North Carolina which have five or more elementary teachers.

Of the eighty-three counties reporting, eighty-one reported a total of seven hundred and thirty-four schools having from five to twelve elementary teachers, which represents an average of 9.6 schools of this size per county. Of the eighty-three counties reporting, forty-seven reported a total of one hundred and thirty-seven schools with more than twelve elementary teachers, an average of 3.1 schools per county having schools of this type, or less than two such schools per county if all counties reporting are considered. Of the total of seven hundred and thirty-four schools in these counties having from five to twelve elementary teachers, five hundred and forty, or seventy-five percent of the total, have men as principals. Of the one hundred and thirty-seven county schools with more than twelve elementary teachers, one hundred and twenty-seven or ninety-three percent, have men as principals.

Of the sixty-two cities and towns reporting, fifty-five gave a total of two hundred schools with five to twelve elementary teachers, an average of 3.8 such schools per municipality having schools of this type. Of these two hundred schools, ninety, or forty-five percent, have men as principals. Contrast this with the seventy-five percent of the county schools with five to twelve elementary teachers which have men as principals. Of the sixty-

two cities reporting, thirty-eight gave a total of one hundred and twenty schools, or nearly four per municipality, having over twelve elementary teachers. Of these one hundred and twenty schools of the larger type, sixty-two, or fifty percent, have men as principals, against ninety-three percent of the large-type county schools with men as principals.

If we combine these data for counties and cities, we find that in the eighty-three county and sixty-two city systems reported, we have a total of nine hundred and thirty-four schools with five to twelve elementary teachers, of which six hundred and thirty, or 67.4 percent, have men as principals. We have a total of two hundred and fifty-seven county and city schools in the school systems reported with more than twelve elementary teachers. Of these two hundred and fifty-seven large-type schools, one hundred and eighty-seven, or seventy-three percent, have men as principals. Combining both types of schools from both counties and cities, we have within the school systems reporting a grand total of one thousand one hundred and ninety-one schools with five or more elementary teachers, with eight hundred and nineteen of these schools, or 68.7 percent of the total, having men as principals.

If time permitted, some interesting and instructive differences in the practice of the various administrative units with respect to using men as principals might be given. Uniformity of practice, as between counties and cities, as between different counties or between different cities, is by no means the rule. For instance, fifty of the eighty-one counties which reported having medium-type elementary schools, did not have a single woman at the head of such medium-size schools; whereas, only eighteen of the fifty-five cities reported as having medium-size schools employ only men as principals. Conversely, while but two counties employ women only as principals of such schools, sixteen cities employ women only as principals. Taking the large-type schools for consideration, we find that forty-two of the forty-seven counties reporting such schools engage men only as principals; whereas, of the thirty-eight cities having the large-type schools, only twelve cities engage men only as principals, while sixteen cities engage no men as principals of such schools.

Conclusions—Certain inevitable conclusions everge from this brief study:

1. The administrative positions in the elementary schools of North Carolina have not been preëmpted by women. Men still hold not merely a majority of these administrative positions but almost three-fourths of such positions. I have no time in this brief paper to offer argument as to why this is so, nor will I undertake to argue the relative merits of men and women as principals of elementary schools. But the facts are unanswerable and indicate that, so far as present practice in North Carolina as a whole is concerned, men get the preference as administrative heads in both the medium-type and large-type elementary schools in the State.

2. Great variation exists between the various administrative units in the matter of employment of men as principals of elementary schools. In forty-two counties, for instance, men would apparently have no competition as to the principalships in the large-type elementary schools; whereas, in five counties women apparently would have no competition from men.

In sixteen cities, which employ no men as principals, women in the large-type schools would apparently have easy sailing so far as encountering opposition from men in the race for these much-sought-after administrative plums in the elementary field.

3. The larger the school the more the likelihood that men will be selected as principals, since 67.4 percent of all the medium-type schools have men as principals, while seventy-three percent of all the large-type schools have men as principals.

4. The country school would seem to offer to men the surest chance of securing desirable principalships in the large schools. While we have ruled out of this study the factor of the union school, or the institution which combines both the elementary and the high school grades, it would seem a justifiable conclusion that it is precisely in the large rural consolidated school, which is predominantly "union" in character, in which man is almost the universal favorite, apparently, as principal.

5. The administrative opportunities for men in the elementary schools of North Carolina would seem to be sufficiently numerous and attractive to appeal to young men of ambition and vision. With over eight hundred principalships in what I have designated as the medium-type and large-type elementary schools of the State held at present by men, and with but 31.3 percent of the total such positions in North Carolina held by women, I contend that the field is not only open to men who are willing to prepare themselves for expertness in the field of elementary administration, but that it is "white already to harvest."

INTERPRETING THE ELEMENTARY SCHOOLS

(E. J. Coltrane, *Superintendent*, The Salisbury Public Schools, Salisbury, N. C.)

In discussing this subject it is suitable to inquire what the meaning of interpretation is. It is possible that this term has more meaning in it than we frequently think.

We usually think of interpretation as being an explanation of some theory or practice. It is sometimes referred to as being an explanation of that which is obscure. It certainly means that process which gives an understanding to those who are interested. As applied to the elementary schools, interpretation means such explanations as will enable the public to understand the theories and practices of the modern elementary school, and particularly it means an explanation of such results as may be obtained.

Does the modern elementary school need to be interpreted? Judged by some things we see it would appear that we do not consider interpretation as being a necessity. The answer to the question, however, is to be found in the understanding and appreciation of the modern elementary school on the part of those who patronize it and of those who pay the bills. On this point we have evidence to indicate a lack of understanding of the theories, practices, and results of modern elementary education. Otherwise, there

would not be so much discussion and unfavorable criticism of practices and results. One who moves in the company of men and women, whether in urban or rural localities, is well aware of the truth of this statement. It is possibly true that there is an increasing lack of appreciation and understanding and that the situation is more acute than in former days.

There always has been and there always will be criticism of the school. An institution of such vital significance to our democratic civilization, in which the people have such an abiding faith, must of necessity be subject to public scrutiny at all times. We may expect a critical evaluation of the schools by our friends and patrons, and from this source the schools have little to fear. There are other critics whose sole purpose is to find fault, sometimes with motives more or less sinister in their aspects. For this sort of criticism the teaching profession needs to be on the elert. Such criticisms should be met fairly and squarely by seeing to it that the general public is at all times informed of the purposes, activities, and accomplishments of the school. In other words, interpretation is both professional opportunity and professional obligation.

I believe that very little has been done up to the present time to demonstrate to the public that what the schools are doing is worth while. I believe, also, that if further progressive advances are to be made in elementary education, or, indeed, if those which have already been secured are to be retained, there must be created a greater confidence in our schools, and this confidence will come only as the result of interpretation. Without such confidence it is practically useless to propose new policies, because ideas cannot advance very far without the endorsement of the intelligent and public-minded portion of our citizenship.

If we accept the premise already stated, the next question is: How is the elementary school to be interpreted? It may be just as important to ask, What is to be interpreted? The answer to this last question is to be found in those phases of the modern elementary school which the patrons and the public least understand. Careful investigations show that these three phases are (1) the curriculum, (2) the methods of instruction now being practiced, and (3) the regimen of discipline in force. These three phases of the modern elementary school are not only misunderstood, but there is evidence pointing conclusively to the fact that the public has the greatest interest in these three phases of the school. Any educator, therefore, who proposes to conduct a progressive school program must set in motion such forces as will lead the public to an understanding of the phases of the school in which there is the greatest interest.

The method of interpretation will tax the capacities and the energies of principal and teachers. There will be opportunity to use the written word and the spoken word. Articles in newspapers and special bulletins issued by the school have mimeographed bulletins in which the work of the classroom has been vividly portrayed. After all, the kind of material used in papers and bulletins will really determine the interpretation that is secured. Reports of actual classroom activities are far more worth while than general information about the schools.

Probably the best method of interpretation is that of friendly discussion of school policies and activities between the teacher and the parents.

There are many ways to bring about this type of discussion. The teacher may invite the parents of the children she teaches to observe an interesting activity of the pupils. This gives opportunity to explain the reason for the activity and the method that is being used.

Meetings of parents and teachers together at regular intervals when programs which grow out of the work of children in actual classroom situations may be presented afford an excellent opportunity for interpretation. Parents are always interested in the things which their children are doing. For that reason, no better time can be found for the teachers to make explanation relative to the materials of instruction, the methods being used, and the form of discipline that prevails in a particular school. It is not too much to say that the principal and teachers who are neglecting to use parent-teacher organization are failing to use one of the most potent agencies of interpretation. I would recommend such an organization for that purpose, if for no other purpose. My observation leads me to believe that parents have the best appreciation of the work and worth of those schools in which there are live parent-teacher groups.

There is still another way to bring parents and teachers together. I refer to visits of teachers in the homes of school patrons. I do not mean the formal social call. The genuinely friendly visit of the teacher to the homes of the pupils is the method that really produces results. On such occasions formal barriers are broken down, sympathies are aroused, confidence is established, and the teacher is given her finest opportunity to interpret the work of the school. Our schools are suffering at this present time because too many of our teachers have neglected to cultivate the friendship and confidence of school patrons. I should like to take this opportunity, however, to commend the hundreds of teachers who have diligently gone the extra mile in the effort to explain their practices and thereby win support for the school program. Our schools will be stronger when more of this same spirit is manifested.

If the public elementary school is to serve its real purpose, it must be interpreted not only to parents and friends, but to the children themselves. Children question our practices far more than we appreciate. Many times teachers fail because of the hostile attitude of pupils. Understanding and appreciation on the part of pupils is the best remedy for such conditions. Most pupils can appreciate explanations. This is certainly true of pupils beyond the first two grades. It occurs to me that practices of the elementary school should certainly be interpreted to high school pupils. It is only a question of a few years when these pupils will become voting citizens. If they can be won to the support of the school while they are still pupils, their support in future years will be assured.

Educators who contemplate a program of interpretation should remember that there are two questions pertaining to the schools that are of intense concern to the general public: (1) Do they cost too much? (2) Do they accomplish too little? I fear that too much emphasis is being placed on the cost of education. It is our business to focus atention upon the accomplishments of the schools.

It is our professional obligation to let the public know why old methods of teaching have given away to newer methods; why certain subjects have

been added to the curriculum; what the schools are doing to promote the health and the physical welfare of boys and girls; what supervision is accomplishing in the matter of improving classroom teaching; and how the modern elementary school is developing in pupils those desirable skills and attitudes which every good citizen must possess.

HOW THE ELEMENTARY SCHOOL CONTRIBUTES TO THE WEALTH OF THE STATE

(JULE B. WARREN, *Secretary*, The North Carolina Education Association, Raleigh, N. C.)

From the standpoint of chemical composition the average full grown man is worth about 74c. That is if we take the water, carbon, lime, salt and various other ingredients of the human body, separate them and put them up for sale to the highest bidder, the man who paid as much as $1.00 for all of these elements would probably get a bad bargain. The elementary school can add little to the intrinsic value of man as so much substance.

One observer has said that man is worth $3.00 a day from the neck down. From the neck up his worth depends on what he knows. That statement approximates the truth if we take into consideration the fact that under the Hoover prosperity dispensation a laborer is unusually lucky to get as much as $3.00 a day every day. It is apparent that it is along the line of training that the elementary school contributes to the wealth of the state.

Some time ago the United States Bureau of Education made a study of the life-time earnings of people who had completed various educational levels. It found that the average life-time earnings of people who graduated from the elementary schools was $45,000, which is an average of about $1,200 a year. The maximum earning power was reached at thirty years of age and that maximum was about $2,000 a year. More than sixty out of every one hundred were dependent at the age of sixty.

This is the picture of the average artisan and semi-skilled laborer. To get an idea of the other picture we must contrast this semi-skilled artisan with the unskilled laborer, the man who works from his neck down. The difference in the earning power, however, of the unskilled laborer and the semi-skilled artisan who in a life-time will earn about twice as much as the illiterate laborer, does not fully represent the elementary school's contribution to the wealth of the state.

In order to get an idea of the magnitude of the contribution by the elementary school to the wealth of the state, let us contrast for a moment the new elementary school and the old school, for these contributions were not made by the old school. The main curriculum content of the old school was the three R's, sometimes erroneously referred to as the fundamentals.

I like to contrast the three "R" curriculum of the old school with the four "C's" of the new elementary school. What are the four "C's" of the new curriculum that contributes to the wealth of the state both directly

and indirectly? They may be listed as follows: (1) Character education, (2) Correct health habits, (3) Coöperation, (4) Correct habits of industry.

We still have lots to learn about character education, but at least we have made a start along this line in the elementary school. Even the small beginings are already bearing fruit, as a recent survey of all inmates of the penitentiary shows that only a very small percentage of the 2,334 people involved in the survey had completed as much as the seventh grade. This beginning of the effort to inculcate ethical values in the child by the modern elementary school is a real contribution to the wealth of the state, for wealth is built on the mud sill and foundation stone of character.

We have done even more in health education, something that was hardly touched in the old school. I know one group of second graders in this state whose work on a health project taught them more about food values than I knew when I graduated from college. And I was not alone in my ignorance, as is evidenced by a conversation I recall by an unusually intelligent man of sixty-five years and a home economics teacher. The subject of the conversation was a balanced meal. The teacher had given the man her idea of what constituted a balanced meal. Then the old fellow said rather triumphantly "Now I will tell you what I think is a well-balanced meal. It is a slab of fried country ham about the size of your hand, with plenty of good red gravy, some piping hot biscuits, about three cups of good black coffee and then some hot cakes swimming in butter and syrup." This man was a product of the old-time elementary school. The second grader referred to above would not only have known that this was not a balanced meal and one that would not have contributed to good health, but would have known what constituted a balanced meal. In addition to finding out something about what to eat and what not to eat, the child in the modern elementary school learns a great deal about matters of personal hygiene which do contribute immensely to the wealth of the state. Doctors and public health officials tell us that good health is a purchasable commodity—one that can be bought with training. In making this contribution of a healthy citizenship, the schools are not only saving enormous doctors' bills to parents, but are contributing wealth in the form of less days loss from illness and a general betterment of health, which results in increased efficiency. It is a contribution that can be measured by the monetary yardstick.

I have time only to touch on the two other "C's" in the modern elementary curriculum. One of these is coöperation. Our modern school organization consisting of larger units helps children to work together better than did the small units of years ago. The modern elementary child knows a great many more children than he did twenty-five years ago. He works out his project in large unit studies where coöperation is essential and coördination necessary. He, therefore, learns early in life how to play the game with others and this will enable him to coöperate in future years when such coöperation will mean additional wealth for himself, his group, his community and his state. The fourth "C," that of correct habits of industry, is learned both on and off the playground in the modern school, which believes in an adage preached by the old school but rarely

practiced that "All work and no play makes Jack a dull boy." In suggesting the substitution of these four "C's" for the old three "R's," I am not overlooking the fact that the modern elementary school continues to teach the three "R's" just as consistently and much more thoroughly than did the old-time school. The three "R's," however, are not thought of as the fundamentals, but rather the tools with which we build an educated citizenship.

It is probable that the biggest contribution which the elementary school of today makes to the wealth of the state is the inspiration and the vision which it gives to literally 100,000 children to go on through the high school and to thousands to go on through college.

THE SCOPE OF ELEMENTARY EDUCATION 1900 AND NOW

(A. T. ALLEN, *Superintendent of Public Instruction*, Raleigh, N. C.)

This subject offers some slight difficulty for me. I am not right sure that I know what elementary education was then or what it is now. If that is so, any contrast made by me might lack something in clearness. It would be easy to be dogmatic about it, but that would be a certain give a way.

If we could apply retroactively all the modern devices for the reproduction of both sound and sight, and had at our disposal tonight a thousand feet of film and record, showing the appearances and performances in a typical classroom of thirty years ago; and another thousand feet illustrative of a modern classroom and its activities, we could in that way, perhaps, get a contrast which would make unnecessary any talk on my part. Being unable, however, in this instance to utilize the inventions of the machine age, we might spend a moment in trying to vizualize what we might see in each of these pictures.

In the first one, we would see desks fastened firmly in straight rows. If we were fortunate enough to catch an important moment, we should see the children sitting erect in their desks, with hands neatly folded on the writing leaf of the desk, their faces to the front, and all eyes, as in the days of Cicero, turned upon the teacher. Standing in the front would be the teacher, a sort of commander-in-chief, who is engaged in the conduct of a recitation. As we listened, we should hear most often the voice of the teacher as she asked questions and repeated answers and chided the children for their lack of preparation. The furniture in the room consisted of desks for the children, a chair and a desk for the teacher, blackboards and chalk. There were not many books other than tests.

At recess, at the proper command from the teacher, all would turn their feet into the aisle, at the next command all would stand up straight, at the third command all would face in a given direction, and at the fourth the marching would begin. One-two-three-four. In strict military order, the room would be clear in a few minutes.

This new room, the classroom of today, would present a very different appearance. This you have seen. Perhaps the room is fitted with tables

and chairs, with a well-filled bookcase of modern library books. Children are seated around these tables intently working in small groups or committees. There would be also a work bench, with hammers, saws and other tools and materials. There would be clay for modeling. Perhaps in one corner is a toy grocery store, a postoffice or a bank. There might be cages containing various small animals or a coop with a hen and biddies. Everybody is busy minding his own job and the teacher is the most inconspicuous person in the room.

Perhaps the most striking contrast in the whole panorama would be the habiliments in which the teacher herself was garbed. (Unless your chairman should declare me out of order, I am about to say that possibly, in the silhouetted profile of the teacher, you see the greatest improvement in the general appearance of the elementary school.)

All of these things are worth while only as they emphasize changes in attitude and in approach. Has there been a change in the school's approach to the child? Has the school in this thirty years modified to any extent its conception of the relation it should bear to the child?

At that time the school was looked upon as a sort of manufacturing plant. The child was the raw material—a sort of plastic clay—on which the will of the teacher would play, and mould into accepted pattern forms. The will of the child was subordinated to the will of the teacher. Obedience was the greatest virtue. Army discipline was the style. All the work of the child was laid out in order and in detail. The pages and days were fixed. His work for the 17th of December was set on the tenth of August. He could not vary from it. The philosophy of the approach was teacher-direction and teacher-control.

The modern school might be thought of as a great fertile field in which roses bloom and in which corn, and barley grow. The farmer plants the seed and tills the soil, but God himself gives the increase. It rests upon the philosophy of individual freedom and the concomitant of individual responsibility. Thirty years ago the voices of John Dewey and Stanley Hall were just beginning to be heard as they urged respect for the child's nature and the child's personality. Up through the doctrine of interest, of individual initiative, of socializing activities, of stimulus and response, of the project method, of activity programs, of big unit instruction, of the child centered school, we have moved to efface the teacher and to make the child king.

The attitude of the school at present is to provide a situation in which the child can and will grow. We emphasize environment and not instruction. In place of trying to indoctrinate him, we ask him to think for himself. His activities are largely self-directed. Life is from within and not from without. When his tottering and faltering footsteps first bring him timidly across the portals of the school, he is recognized as a separate entity, as an individual in his own name and right, as different from all other children of all time. We no longer try to fit him into a mould; but, on the other hand, do all in our power to get him to proceed under his own steam.

The greatest desire of the teacher is that the child should recognize himself as an individual, separate and distinct from all the rest of the

world—not merely a unit in a group nor one of a kind, but as a unity, an entity, a reality, that is valuable within itself and in its own name. No greater slander could be lodged against the modern school than to say that it undertakes to run all children through the same mill and turn them out all alike. Education does not make men alike but different. We stand for the worth of the individual. We want him to differ. We do not ask him to conform.

All this change of attitude is manifested in the course of study, in the methods of instruction, in the disciplinary procedure. They all contribute to it. In such a situation the child is immensely happy and self-confident. This confidence of a child in himself and in his ability to carry on his own affairs greatly affects his behavior. Not long ago I had the good fortune to spend a half day in one of the fine city schools of the State. Word somehow got around that a visitor was on hand. At recess I was waited on by a committee of children from one of the lower grades. With no embarrassment or self-consciousness they extended me a polite and courteous invitation to visit their room and see them at work. For them the school was their very own, and they must be courteous to its guests. There is your new freedom. There is your modern school.

For after all the worth of a school is not to be determined by its classroom activities nor ascertained from standard achievement tests. Its test is outside. Its measure is its effect on civilization. It is behavior; it is attitude; it is character; it is the very fountain spring of life itself.

SUMMARY

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In discussing ways for improving attendance in the public elementary schools Miss Gosnold presented some practical suggestions which if put into effect should stimulate attendance. In the final analysis the law is a poor resort when dealing with this question. The individual teacher can do more than any one else in building up attendance. The many ways for improving attendance are only limited by the enthusiasm and ingenuity of the teacher. If something could be done to develop an attendance conscience in all our teachers, we would eliminate most of the problems of non-attendance.

Mr. Peele's discussion of the possibilities for service which an opportunity class in a rural consolidated school offers constitutes a most helpful paper. The special room at Conway, evidently, is rendering a much-needed service. This work should be a part of the program in many of our schools. It is an effort to *save* rather than *junk* the students who are more or less out of joint. The mission of the school should be to save those who are capable of salvation. The effort at Conway saved enough students to justify an expenditure large enough to spread this service all over North Carolina. This program not only aids those assigned to the special room, but it is of great value to the other teachers and the entire school. Let's hope the example of Conway will be followed by many other schools.

Dr. Hunter gave us some interesting information in regard to administrative opportunities for men in the elementary schools of North Carolina. A few interesting questions might be raised in this connection.

Are the men holding elementary principalships properly prepared from a professional point of view? Have these men served as teachers in the elementary grades? Do most lady teachers prefer a man as head of the elementary schools? Do lady teachers coöperate with men principals better than they do with lady principals? Why do so many committees prefer men when selecting principals? How many men are principals because they are men? To what extent can the average high school principal assist the elementary teachers in their work? Should we set up a definite program of experience and training as a basis for issuing certificates for elementary principals?

Mr. Coltrane made many valuable suggestions concerning the importance of a proper interpretation of the work of the elementary schools. These suggestions should be given careful consideration by all teachers and principals. The people are interested in the schools because their children are there. Mr. Coltrane was right when he emphasized the importance of keeping the activities of the schools before the public.

It seems to me we are mistaken in assuming that the public is not friendly to education. The rank and file of our people are for the schools. They know the cost is great, but it is difficult to find many people in any community who are willing for the schools to be deprived of the needed financial support. Our problem is to interpret the will of the people to the next legislature. The people want their schools advanced to a higher plane of service and think the three billion untaxed property should come to their aid and pay a part of the expense of the schools and other agencies of society.

Mr. Warren showed that the earning power of the individual depends upon the training the individual receives. The most direct route to economic independence is through proper training of those who are now in our schools. The surest way to perpetuate our present financial condition is to take a parsimonious attitude toward our schools. Money spent for education is an investment of the highest order. This investment carries with it the greatest guarantee to be found in any effort known to any society. An educated citizenship is an honor to those who make it possible, and a blessing to those who receive it.

Dr. Allen drew a vivid picture as he compared the elementary schools over a space of thirty years. The contrast was obedience to the demands of society. Each change has brought the schools a little nearer the needs and real interest of the children. The schools have increased and refined their services. 'Tis true the cost has made many changes, but schools are not unlike other business enterprises in this particular. When more and better service is rendered, more money is required.